

**IMPROVING READING LEARNING PROCESS THROUGH
COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) FOR STUDENTS OF GRADE VIII OF
MTS WAHID HASYIM SLEMAN YOGYAKARTA IN THE
ACADEMIC YEAR OF 2010/2011**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



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APPROVAL

**IMPROVING READING LEARNING PROCESS THROUGH COOPERATIVE
INTEGRATED READING AND COMPOSITION (CIRC) FOR STUDENTS OF
GRADE VIII OF MTS WAHID HASYIM SLEMAN YOGYAKARTA IN THE
ACADEMIC YEAR OF 2010/2011**

**An Action Research in the Eighth Grade Students of
MTs Wahid Hasyim Condong Catur Depok Sleman Yogyakarta
in the Academic Year of 2010/2011**



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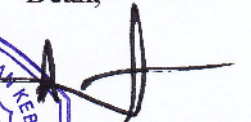
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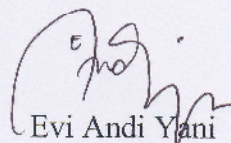
Judul Skripsi : *Improving Reading Learning Process through Cooperative Integrated Reading and Composition (CIRC) for Students of Grade VIII of MTs Wahid Hasyim Sleman Yogyakarta in the Academic Year of 2010/2011*

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 17 April 2013

Penulis,



Evi Andi Yani

DEDICATIONS

This thesis is fondly dedicated to:

😊 my lovely Mother and Father in Heaven

😊 my beloved Grandmother

😊 my dearest brothers and sisters; Mas Hamim, Kakak Ika, Mas Ahmad,

Ainul, Lulu, and Siti

😊 all my dear friends whoever and wherever you are, thanks for

being my friends and coming into my life

MOTTOS

"Read, in the name of your Lord, Who created"

(QS. Al-'Alaq: 1)

"Learn from yesterday, live for today, hope for tomorrow"

"You can do more"

"You can have more"

"You can be more"

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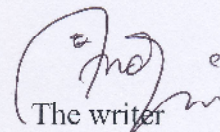
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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, April 17th 2013



The writer

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LIST OF ABBREVIATION

adj	adjective
adv	adverb
<i>BSNP</i>	<i>Badan Standard Nasional Pendidikan</i>
CIRC	Cooperative Integrated Reading and Composition
<i>KTSP</i>	<i>Kurikulum Tingkat Satuan Pendidikan</i>
n	noun
prep	preposition
STAD	Student Teams-Achievement Division
TGT	Teams-Games-Tournament
TAI	Team Assisted Individualization
<i>UNAS</i>	<i>Ujian Akhir Nasional</i>
V ₁	Verb 1 / present form
V ₂	Verb 2 / past form

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ABSTRACT

This study is action research. The objective is to improve the reading learning process of grade VIII students of MTs Wahid Hasyim Condong Catur, Depok, Sleman, Yogyakarta in the academic year of 2010/2011 by implementing Cooperative Integrated Reading and Composition (CIRC), a type of cooperative learning.

The research was carried out in the second semester from April, 25th to May 11th 2011. It involved the school principal, the English teacher, and the students of grade VIII A. The steps were reconnaissance, planning, action and observation, and reflection. The research was conducted in three cycles. Some cooperative integrated reading and composition (CIRC) activities, group work and discussion were applied. The qualitative data were collected through observations during English teaching learning process and interviews with the research members. The data were analyzed qualitatively. The validity was obtained by applying process, catalytic, democratic, and dialogic validity.

The data show that CIRC was effective to improve the reading learning process. They are (1) the students became interested and motivated in the reading learning process; (2) the students were actively involved in joining the reading learning process; (3) the students accomplished the tasks; and (4) the students enjoyed the learning.

CHAPTER I

INTRODUCTION

A. Background of the Study

For decades we have been referring to English as a global language, as the language of communication and technology. It becomes the most important foreign language to learn because it is used in international communication. Because of the awareness of the importance of English in this globalization and information era, that is the ability to communicate in English as a foreign language, the government publishes a policy in the laws of the Republic of Indonesia Number 2, Year 1989 on National Education system and it is followed by a government regulation Number 28, Year 1990 which mentions about developing human resources.

Developing human resources in education system are developing and improving the quality of the abilities and skills of teachers, students, and education staffs. Another policy is the Regulation of National Education Ministry Number 23, Year 2006. They are about Standard Competences for elementary and high education units and Basic Competences of the education unit which are developed based on aims in every education unit. Basic competences of education unit are developed based on aim in every education unit.

English is the first foreign language which is taught formally in junior high schools and senior high schools in Indonesia and now it is also taught in

elementary schools even in some kindergartens. In fact, although English is not the new thing for junior high school students, they still get many difficulties in learning English because English is neither their native language nor their second language. Such condition makes the students not acquainted with English, whether in spoken or written form.

There are four skills which should be mastered in learning English, i.e., listening, speaking, reading and writing. In junior high school level, reading skill becomes more important than before. Basic Competences and Standard Competences of School Based Curriculum (*KTSP*) state that students of junior high schools are expected to have some abilities in understanding some simple functional texts in the forms of invitation, notice, letters, advertisement, announcement, memo, and label; and also essays in the forms of procedures, descriptive, recount, narrative, and report texts. It means that in the English teaching - learning process, students need to have a good reading comprehension ability in order to comprehend those materials well. Most schools use reading texts to evaluate students' achievement in learning English. Moreover, reading skill is needed for the ninth grade school students in order to pass the National Final Examinations in Indonesian called *UNAS (Ujian Akhir Nasional)*. In *UNAS*, students have to be able to master reading comprehension.

On the other hand, it is easier said than done to see the successful English teaching-learning process in most junior high schools, especially when focusing on the teaching reading. Many students have low skill in reading texts. They were

able to read the text but they have difficulties in understanding the passage and they are hardly able to retell the content of the text they have already read.

A learning method is also one of the instructional strategies in giving materials to the students in the classroom. However, not all learning methods are suitable to use in achieving the aim of certain learning. In teaching - learning process, teacher is faced with choosing the best method from the various methods to achieve the aim of learning in order to make learning activities active, innovative, creative, and enjoyable. The appropriate method can improve the student's motivation and involvement in the reading learning process.

In regard to this condition, the researcher was interested in conducting action research on improving the reading learning process for the eighth grade students of MTs Wahid Hasyim Sleman Yogyakarta.

B. Identification of the Problem

To identify the existing problems in the field, the researcher observed the English teaching learning process in the class and interviewed the English teacher of the grade eight of MTS Wahid Hasyim about the teaching and learning process in the grade eight in the school on November 2nd 2010. Based on the observation and interview, the teaching learning process still used Grammar Translation Method. When the teacher taught and gave the materials in the classroom, it was actually not based on Standard of Competences and Basic Competences for the English subject in Junior High Schools. He did not teach the basic language skills

in the teaching and learning process based on those parameters, but he taught grammar.

On the other hand, the teacher gave the students tasks and activities related to the materials in the classroom, but it sometimes made them bored. He too often gave tasks about changing a sentence into other pattern of grammar. The activity like watching movie was interesting for them, but the tasks which were given by teacher were out of the aim basic competencies in English subject. The students had to memorize the expressions which were taken from the movie to improve their speaking ability. In general, they lacked vocabularies. So, they still felt difficult in learning English not only in speaking but also in reading.

One of the targets of that school was that all the students graduated all the National Examination's subjects, especially English. Although the teacher tried to explain the material well, the students sometimes did not care about the material and ignore his explanation. In the classroom, some students made noise in teaching-learning process and it disturbed others when they were studying. They cannot find their own learning strategies. Because they did not have awareness of learning English, so they did not give more attention in studying English in the classroom.

In reading learning process, when the teacher gave a text, he translated it into *Bahasa Indonesia*. It was done because the students did not understand the content of the text, moreover the meaning of each vocabulary. After

understanding the meaning of the text in *Bahasa Indonesia* they could answer the questions based on the text. When they had done the mid exam, the teacher said that their scores were under the rate of the school grade. He also admitted that he had limited knowledge and experience about effective English teaching.

In Indonesia, the success of students in schools is measured from their ability in getting scores above the minimum passing score in the National Examination at the ninth grade. One of the targets of this school is all students are able to pass the exam and graduate with good score. This problem can be solved from the beginning. Because all questions which are in National Examination especially English are in reading by using texts, the research to improve the reading learning process is important to be conducted.

C. Limitation of the Problem

After identifying the problems in English learning process, the English teacher of MTs Wahid Hasyim and the researcher further discussed which problem was considered to be overcome first. The English teacher and she agreed that the research focuses on improving reading learning process.

D. Formulation of the Problem

The problem of this research can be formulated as follows: “How can the reading learning process for students of the eighth grade in MTs Wahid Hasyim Sleman Yogyakarta in the Academic Year of 2010/2011 be improved?”

E. Objective of the Research

The objective of the research is to improve the reading learning process for students of the eighth grade students in MTs Wahid Hasyim Sleman Yogyakarta in the Academic Year of 2010/2011.

F. Significance of the Research

1. This study is expected to be useful as an effort to improve the reading learning process in MTs Wahid Hasyim Sleman Yogyakarta.
2. For the junior high schools in general, the result of this research hopefully can be used as recourse to improve the reading learning process.
3. This study is expected to be a reference for teachers to improve the reading learning process in junior high schools.
4. For other researchers, this finding can be a reference for them in conducting similar research to improve the reading learning process in junior high schools in general.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This section discusses the nature of reading, reading English as a foreign language, the specific learning outcomes of the reading skills in junior high school and Cooperative Integrated Reading and Composition (CIRC).

1. Reading

a. Definitions of Reading

Reading is interrelated to the total educational process so that education success requires successful reading. Experience has taught us that those who fail in school usually have failed first in reading, so reading is very important in teaching learning process.

There are some definitions of reading. Williams (1996:11) states that reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. From the definition, it can be concluded that reading involves some process that are used to get meaning from written text. When people read a text, they think and try to carry out meaning. The meaning is in the reader's mind. It makes possible for the reader to have different meaning with other readers even they can gain new meaning from the text.

Ausubel in Alexander (1988:3) defines reading as perceiving the potential meaning in written message and to relate his potential meaning to cognitive structures in order to comprehend it. This definition states that reading process concerns the relation between potential meaning and information extracted with what is already known by the readers. Therefore, it is obvious that in reading process, readers' concept, intelligence, and background of experience are very important. Ausubel, still in the same book, adds that readers at different levels of reading achievement employ different ways in acting on or processing written materials. A beginning reader differs from a mature reader in concept development, knowledge of the world and skills used to obtain information. These differences will affect the readers' reading achievement.

Harris and Sipay (1980:8) define reading as the meaningful interpretation of printed or written verbal symbols, while Carnine et al (1990:3) state that reading is a complex process complex to teach. Harris and Smith (1980:17) say that reading is the reader's interaction with a printed message across range of thinking operations as guided by a purpose for reading.

b. Elements of Reading

Lerner (2006:376-390) mentions some elements of reading:

1) Phonemic awareness

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before people learn to read print, they

need to become aware of how the sound works in words. They must understand that words are made of speech sounds, or phonemes.

2) Phonic

Phonemic is as essential word-recognition skill that involves learning the correspondence of letters and sounds and applying that knowledge to recognizing words and reading. Phonics refers to the relationship between printed letters (graphemes) and sounds (phonemes) in language.

3) Fluency

Reading fluency is the ability to read connected that rapidly. Fluency is important because it provides a bridge between word recognizing and comprehension. Fluency needs can make connections among the ideas in the text and their background knowledge in other words, fluent readers recognize words and comprehend at the same time.

4) Vocabulary

Vocabulary occupies a central position in learning to read. The student's vocabulary has a significant effect on reading achievement and is strongly related to reading comprehension. Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

5) Comprehension

The purpose of reading is comprehension; that is, gathering meaning from the printed pages. All reading instruction should provide for the development of reading comprehension. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

c. Microskills of Reading

There are several microskills of reading as said by Davis in Alderson (2000:9). He defines eight skills of reading as follows: recalling word meanings, drawing inferences about the meaning of a word in context, finding answer to questions answered explicitly or in a paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone, and mood, identifying a writer's technique, and following the structure of a passage.

Further, Munby in Alderson (2000:9) distinguishes the following reading microskills: recognizing the script of a language, deducing the meaning and the use of unfamiliar lexical items, information when not explicitly stated, understanding conceptual meaning, understanding the communicative value of sentences, understanding relations within the sentences, understanding relations between parts of text through lexical cohesion devices, understanding cohesion between parts of a text through grammatical cohesion devices, interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or

important information in discourse, distinguishing the main idea from supporting details, extracting salient details to summarize (the text, an idea), extracting relevant points from a text selectively, using basic reference skills, skimming, scanning to locate specifically required information, and transcoding information to diagrammatic display.

Brown (2000:307) lists some microskills of reading comprehension:

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Processing writing at an efficient rate of speed suit to the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance.
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

With regard to the types of texts which must be learned by the eighth grade students at junior high schools in the semester 2, the following presents the microskills of the texts:

- 1) identifying the topic
- 2) predicting and guessing: after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata
- 3) guessing meaning from the context
- 4) reading for specific information
- 5) developing and use of a battery of reading strategies such as skimming and scanning

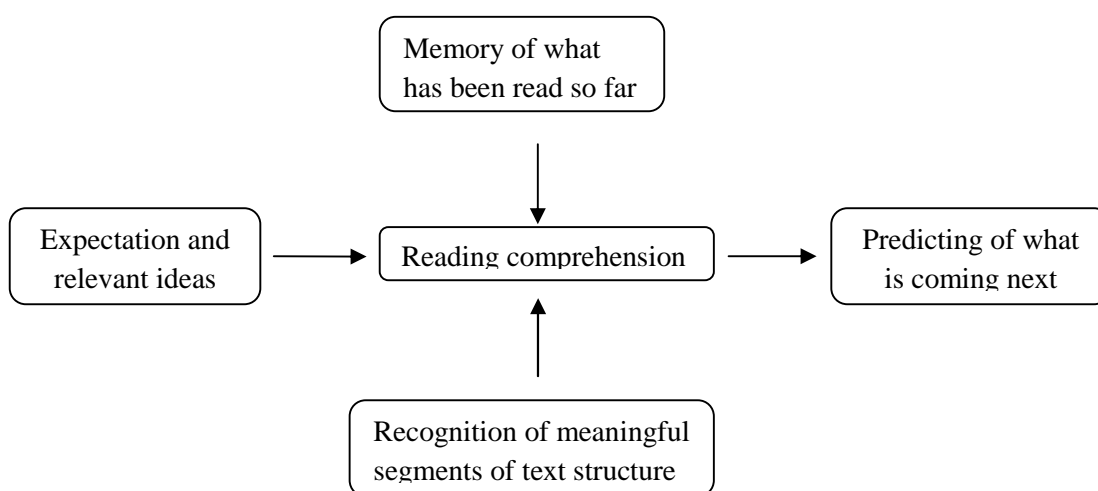
Therefore, based on microskills that have been determined, the reading techniques and the reading activities should include those reading microskills and employ reading strategies needed by the students to help them comprehending the text effectively and make them easier to deal with various texts.

d. Reading Comprehension

To know further about comprehension, it is important to understand the definition first. There are many definitions suggested by the experts. Lenz (2005:1) proposes that “reading comprehension is the process of constructing meaning from text”. Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehends text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer’s message.

In line with Lenz, Mikulecky and Jeffries (1990:3) state that comprehension happens when the reader constructs the meaning of the text by interpreting textual information in the light of prior knowledge and experience. The meaning of text is constructed by the reader who makes a connection between the text and what is known about the world, based on the individual values, beliefs, native language discourse process, and consciousness of language.

Meanwhile, Davies (2002:90-91) proposes a model of reading comprehension presented as follows.



Picture 1: A model of Reading Comprehension

Picture 1 displays the process for someone in getting reading comprehension. In that figure, it shows that before the reader reads, he has some expectations and relevant ideas about the text which he is going to read. When he reads, he recognizes the meaning of the text and the text structure to comprehend the text. Besides, he also uses his background knowledge about the same or the

similar theme of the text to help comprehend the text. After he can get the meaning and comprehend the text, he can make prediction of what will come next in the text. Furthermore, Bloom's Cognitive Taxonomy (1956) as revised by Lorin Anderson (2001:66-67) has developed six categories of cognitive process dimension which can be applied into the reading comprehension level which is presented as follows.

Table 1. The Cognitive Process Dimension

Categories & Cognitive Process	Alternative Names	Definitions and Examples
1. REMEMBER – Retrieve relevant knowledge from long-term memory		
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., recognize the dates of important events in U.S. history)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
2. UNDERSTAND – Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 Interpreting	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)
2.2 Exemplifying	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give example of various artistic painting styles)
2.3 Classifying	Categorizing, subsuming	Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)
2.5 Inferring	Concluding,	Drawing a logical conclusion from

2.6 Comparing	extrapolating, interpolating, predicting Contrasting, mapping, matching	presented information (e.g., In learning a foreign language, infer grammatical principles from examples) Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 Explaining	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18 th -century events in France)
3. APPLY – Carry out or use a procedure in a given situation		
3.1 Executing	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number and another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second law in situations in which it is appropriate)
4. ANALYZE – break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 Organizing	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE – Make judgments based on criteria and standards		
5.1 Checking	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency;

5.2 Critiquing	Judging	detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusion follow from observed data) Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge with of two methods is the best way to solve a given problem)
6. CREATE – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

(Andersom, 2001:66-67)

e. The Characteristics of Effective Reading Learning Process

In order to create an effective reading learning process in the class, an effective reading technique and strategy are badly required. Harmer (1998:81) proposes some considerations behind reading. He says that reading is an active skill in which the students need to be engaged with what they are reading. They should also be encouraged to respond to the content of a reading text, not only the language. He implies that a major in reading is prediction. It means that the

readers must have ability to predict what will come in reading process in order to help them in understanding the text. However, good teacher have to match the task to the topic and exploit the full text.

Brown (2001:313) says that teacher should consider the principles for designing interactive reading techniques such as making sure that the teachers do not miss the importance of specific instruction in reading activities, using techniques that are motivating, balancing authenticity and readability in choosing text, and encouraging the development of reading strategies.

The theories above show that teacher plays an important role in designing effective and interactive reading activities. Furthermore, the teacher must understand the principles of effective teaching reading in order to guide them in choosing the best reading strategies which are appropriate with students' needs and characteristics in their reading learning process in the class.

In addition, Edmondson (2009:2) proposes seven strategies for reading comprehension. One of them is comprehension monitoring. He proposes that reading activities can be divided into three categories, depending on when they take place. They are pre-reading, reading, and post-reading. Another strategy is Cooperative Learning. This is a strategy that maximizes student engagement, reduces class stress, and promotes student learning. Typically, students work in small groups during the reading activities.

The next effective strategies for reading comprehension is using graphic organizer and story structure and implementing multiple strategies. Graphic

organizers provide a visual map for the reader which can be used to help the reader in comprehending the text through easier way. They are particularly useful in helping readers understand the structure of a narrative or of an argument. Multiple strategies, on the other hand, is a strategy addresses individual learning styles by having students use different media, such as text, images, or video, to analyze or comment on a work of literature.

The other strategies are answering question, generating question, and summarizing. Answering questions can help students to focus on what they are reading. In addition, the question answering activities can lead students to share theory experience as they read. Students can also write questions about the story as a post reading exercise. These questions can then be continued into formal tests or informal questioning games. However, a summary is an effective strategy for readers who have difficulty in remembering and writing about what they have read. This strategy can take many forms, including story, journals, and letters.

Nuttall (1988:138-144) proposes some strategies that students can be active in reading learning process. Some of them are discussion, reading aloud, listening with the text, summarizing, translation and group work.

Davies (2000:92-93) implies three stages that are generally recommended to make reading more realistic and interesting.

1) Pre-reading

This stage is to prepare the learners for what are going to read. The activities can be:

- a) Guess the topic of the text from headings, illustrations, etc
- b) Brainstorm around topic word on the board
- c) Predict what the text will say
- d) Write questions that be answered by the text

2) While-reading

This stage is to help the pupils understand the text. They may first do an easy scanning or skimming task, and a task requiring more through comprehension. In this stage, the teacher should help the students to understand the text rather than just teaching their comprehension whole time. The activities in this stage should be:

- a) Scan for two to four items of information
- b) Skim for the general ideas
- c) Answer the questions
- d) Complete the sentences
- e) Complete the table, map, or pictures
- f) Ask each other questions

3) Post-reading

This stage is to help the learners to connect what they have read with their own ideas and experience, just as we often do in the real life, and perhaps to move fluently from teaching to another classroom activity. The activities can be.

- a) Discuss what was interesting or new in the text
- b) Discuss or debate the topic of the text if it is controversial

- c) Do tasks on the language or structure of the text
- d) Summarize the text, either orally or in writing

In reference to the explanation above, teaching technique and strategy used in the classroom activities contribute to student's reading comprehension ability. An appropriate choice of teaching techniques, strategies and activities effects students' ability in comprehending English text teaching and learning process.

2. Teaching English as a Foreign Language

English in Indonesia is categorized as a foreign language. Wright (1996) states that in the foreign language pedagogy, the language teaching takes place somewhere where the language being taught is not a normal part of the regular lives of the learners. A foreign language in a country is a language spoken by people as native speakers from other countries and is not used for daily communication. So students are exposed to use English mostly in their English classes only. In most cases, many English teachers do not use English for communicating with their students. Thus, English can be really foreign for both teachers and students in most of schools in Indonesia.

The success of failure of a course in a foreign language may be evaluated from the progress of the students in language acquisition, cultural understanding and in the development of positive attitude toward language learning. That is why teaching English as a foreign language is not an easy thing.

3. Teaching Language for Teenagers

The students of junior high schools usually are in ages of 11 to 15 years old and those ages are categorized as teenagers, who are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Harmer (2001:37) claims that teenagers tend to be unmotivated, surly and uncooperative and that therefore they are poor language learners. But, he clarifies that all of the comments about young children, teenagers, and adults cannot be generalizations. It depends upon individual learner differences and motivation. He claims that the crucial thing of this is that they search for individual identity, and this search provides the key challenge for this group.

Teenagers sometimes are disruptive in the class because apart from the need of self-esteem and peer approval and boredom, they feel also may provoke from being disruptive. Teenagers, if they are engaged to certain activities, have a great capacity to learn, a great potential for creativity, and passionate commitment to things that interest them. So there is almost nothing exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm. Brown (2001:92) proposed many things that should be concerned in teaching English for teenagers as follows:

- a. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.

- b. Attention spans are lengthening as a result of intellectual maturation, but once again with many divisions' parents in teenagers' life, that potential attention span can easily be shortened.
- c. Varieties of sensory input are still important, but, again increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- d. Factors surrounding ego, self image, and self-esteem are at their pinnacle. Teens are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities.
- e. Secondary school students are of course diversions from nature of immediate communicative contexts.

4. Teaching Reading in Junior High School in Indonesia

The principle of teaching reading in English Lesson of junior high school students according to *BSNP* is important in this study therefore the writer will conduct the research in improving the reading learning process for the second years students in MTs Wahid Hasyim Sleman based on the curriculum used nowadays, *KTSP*.

The level of English accomplishments of junior high school students should achieve four levels, performative, functional, informational, and epistemic. The focus of English lesson in junior high school is to communicate in oral and written forms to solve the problems in daily life. As described in *BSNP* (*Badan Standard*

Nasional Pendidikan) that the aims and the scopes of English lesson in junior high school are described in the following section.

a) The aims of English lesson in junior high school are:

- 1) Developing communication competence in oral and written forms to achieve functional literacy level.
- 2) Having an awareness of the nature and the importance of English to enhance the nation's competitiveness in a global society.
- 3) Developing an understanding of the students about the relationship between language and culture.

b) The scopes of English lesson in junior high school are:

- 1) Discourse ability, the ability to understand and/or produce oral and/or written texts to be realized in the four language skills, namely listening, speaking, reading and writing integrated to achieve functional literacy level;
- 2) Ability to understand and create a variety of short functional text, monologue, and essay in form of procedure, descriptive, recount, narrative, and report. The gradation of instructional material appears in the use of vocabulary, grammar, and rhetoric steps;
- 3) Supporting competences, namely linguistic competence (using grammar and vocabulary, pronunciation, structure), sociocultural competence (using expressions and language acts in different context communication), strategic competence (solving problems that arise in the process of

communication in various ways in order to continue the communication), and forming discourse competence (using discourse forming-device).

c) Text Types

In teaching reading class, the teacher introduces the text types based on curriculum in MTs Wahid Hasyim Sleman, the text types for the eighth grade in the first semester are descriptive, and recount texts. In the second semester are recount and narrative texts.

In this study, the researcher focuses on the reading learning process of narrative text based on the Standard Competence and Basic Competence of junior high school according to School-Based-Curriculum year 2006. The Standard Competence and Basic Competences used by the writer are presented below.

Table 2. Junior High School Standard Competence and Basic Competence

Standard Competence	Basic Competence
11. Understanding meaning in very simple written short functional texts and essay in forms of recount and narrative related to the closest environment.	<p>11.1 Reading aloud but meaningful functional text and simple short essays in the forms of recount and narrative text, with acceptable pronunciation, stress and intonation related to the closest environment.</p> <p>11.2 Responding to the meaning in simple short functional written text accurately, fluently and acceptably related to the closest environment.</p> <p>11.3 Responding the meaning and rhetorical steps of simple short essays</p>

	in the forms of recount and narrative accurately, fluently, and acceptably related to the closest environment.
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5. Techniques and Methods of Reading Learning Process

Brown (2005) and Larsen-Freeman (2000) propose some techniques and methods for reading learning process. They are:

a. Identify the Purpose in Reading

After the teacher teaches reading techniques, make sure that the students know their purpose in reading something.

b. Use Graphemic Rules and Patterns to Aid Bottom-Up Decoding (especially for beginning level learners)

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

c. Use Efficient Silent Reading Techniques for Relatively Rapid Comprehension (for intermediate to advance levels)

In intermediate to advance level, the students don't need to be speed readers, but they should increase the efficiency of reading by silent reading rules. The activity can reduce their pronunciation, limited vocabulary and trying to perceive grammatical patterns.

d. Skim the Text for Main Idea

Skimming is used to quick gather the most important information. This strategy is used to predict the purpose of the passage, the main topic or message

and supporting details. The teacher can ask the students to skim the passage after they look a few pages of materials.

e. Scan the Text for Specific Information

Scanning is used to find a particular piece of information. In scanning, the reader looks for specific information he need without reading through the whole text. Scanning activities may ask students to look for names or dates, find a definition of a key concept or supporting details. Scanning is very important in academic English. In general English, scanning is important dealing with genres like schedules, manuals, forms, etc.

f. Use Semantic Mapping or Clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the students to provide some order to chaos.

g. Guess When You Aren't Certain

Guessing is used to find the meaning of a word, a grammatical relationship, a discourse relationship, implied meaning between the lines, a cultural reference, and content messages of a text. The teacher helps the students to become accurate guessers by applying compensation strategies in which they fill gaps by intelligent attempts to use any available clues.

h. Analyze Vocabulary

When the students don't know a word at once in guessing strategy, there are many techniques are useful to practice. They will be described as follows:

- 1) Look for prefixes (co-, inter-, un-, etc) to get clues

- 2) Look for suffixes (-tion, -tive, -ally, etc) to show the part of speech
- 3) Look for roots that are familiar to get the meaning of a word
- 4) Look for grammatical contexts to get signal information
- 5) Look at the semantic context (topic) to get clues

i. Distinguish Between Literal and Implied Meaning

This strategy is the application of top down processing skills. Not all language can be interpreted by attending its literal meaning. Therefore, the reader should also take account into syntactic surface structure to get the implied meaning.

j. Capitalize on Discourse Markers to Process Relationship

The relationship among ideas in an English text is expressed through phrases, clauses, and sentences. Thus, comprehension on these markers can enhance learner's reading efficiency.

k. Learning Strategy Training

This is one of innovative ways in learning. The idea of learning strategy training is training students in the use of learning strategies in order to improve their learning effectiveness. Teacher will begin class with presentation. He tells students that they are going to work on a learning strategy called advance organization. They will be working on improving their reading by learning to preview and to skim to get gist of reading passage. Learning this strategy will improve their comprehension and the speed at which they read. He begins as

modeling. He uses the think-aloud technique, telling students what he is doing as he is modeling. He has distributed a reading passage.

1. Cooperative Learning

Cooperative or collaborative learning essentially involves students learning from each other in groups. It is the way that students and teachers work together and it is important. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively.

In teaching learning process, techniques or methods of reading learning process should be appropriate to the students. So, teacher can achieve the target of improvement students' learning process. The students of grade VIII Wahid Hasyim Sleman were still passive in learning process, especially reading. In this situation, cooperative learning is a method which is suitable for them. They can learn English not individually but collaboratively.

6. Cooperative Learning

a. Definition of Cooperative Learning

There are various definitions of cooperative learning written by different experts. According to Slavin (1995:287), cooperative learning is instructional methods in which students work together in small group to help each other to learn. Meanwhile, Norman (2005:1) stated that cooperative learning is a structured, systematic instructional strategy in which small group of students work together toward a common goal. Other definition of cooperative learning was stated by Burden and Byrd (1999:99) who states that cooperative learning is a

mean of grouping students in small, mixed – ability learning teams. The teacher presents the group with a problem to solve or task to perform. Students in the group then work among themselves, help one another, praise and criticize one another's contributions, and receive a group important performance's score. Moreover, Horman (2005:2) states that cooperative learning is important for creating inclusive classroom environments that meet the needs of all students because it takes heterogeneity into account, encouraging, support and connection. Borich (2000:310) adds that cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitudes and value they need to think independently inside and outside of the classroom. Meanwhile, Jones and Jones (1998:213) propose that cooperative learning is perhaps the most popular and effective method for meeting students' varied learning styles and actively involving students in the learning process.

In relation to cooperative learning, Kinsvatter et.al (1996:319) propose some definitions of cooperative learning: (a) is the instructional use of small groups to enable students to work together to enhance their other group's learning; (b) uses peer interaction, positive interdependence, individual accountability, and cooperation to accomplish group-learning projects and to receive group award; (c) involves teacher structuring the curriculum into units with objects that can be achieved cooperatively; (d) is most effective in teaching collaborative skills and promoting group identity; and (e) is an effective strategy to use when teaching diverse groups of students.

b. Theories of Cooperative Learning

There are many theories influencing cooperative learning which are presented as follows.

1) Motivational Theories

Motivation can affect students' achievement in learning. There are some definitions of motivational proposed by different experts. Wlodkowski in Burden and Byrd (1999:276) propose that most educators use the word *motivation* to describe those processes that can arouse and initiate behavior, give direction and purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior.

According to Ford in Jones and Jones (1998:179), they state that motivation is an integrative construct representing the direction a person is going, the emotional energy and effective experience supporting or inhibiting movement in that direction, and the expectancies a person has about whether they can ultimately reach their destination. Meanwhile, Brown (2000:72) defines motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.

Williams and Burden in Harmer (2007: 98) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previous set goal'.

In general, motivation is divided into two categories: intrinsic motivation and extrinsic motivation.

a) Intrinsic Motivation

According to Harmer (2007:98) intrinsic motivation is motivation which comes from 'inside' or within the individual. Burden and Byrd (1999:286) defines intrinsic motivation as a response to needs that exists within the students such as curiosity, the need to know, the feeling of competence and growth, and internal satisfaction of the students' feeling about a particular task. In line with Burden and Byrd, Harmer (2001:51) states that intrinsic motivation makes a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better.

In the relation to intrinsic motivation, Edward Deci (1975:23) in Brown defines intrinsic motivation as:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seen to engage in the activities for their own sake and not because they lead to an extrinsic reward . . . Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

A students who is intrinsically motivated undertake an activity for own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Condry and Chambers in Lumden (1994) say that when students were confronted with complex intellectual tasks, those with an

intrinsic orientation used more logical information-gathering and decision-making strategies than did students who were extrinsically oriented.

b) Extrinsic Motivation

Harmer (2005:51) states extrinsic motivation comes from outside the learners and external rewards for the completing if tasks such as words of praises from the teacher, a higher grade, or privilege. It means that someone is doing something because he expects some external rewards. He also defines extrinsic as motivation which comes from 'outside', it is the result of any number of outside factors (Harmer, 2007:98).

A similar definition is also proposed by Burden and Byrd (1999:276) who state that extrinsic motivation is motivation from outside the learner and has to do with external rewards for completing of a task. Brown (2000:76) also states that extrinsically behaviors are carried out in anticipation of a reward from outside and beyond itself.

From the definitions of motivation above, it can be concluded that motivation is somebody's inner or outer drive to achieve a goal. From those theories, the researcher believes that students' motivation is not affected just by the students themselves but there are many factors that influence students' motivation. The researcher also believes that teachers have a significant role in motivating their students to learn. Teacher can stimulate their students' need and characteristics.

Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate. Cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful (Slavin, 1995:16). It makes each student in one group helps one another to make their group successful. Besides, they also encourage and motivate other members to make maximum efforts in doing and performing the tasks. Therefore, it makes the students motivate another students' learning, so it has significant effects to the students' achievement. Moreover, since the cooperative learning focuses primarily on reward structure in which group member will give or withhold social reinforces, such as praises and encouragement in response to group mates task-related efforts.

Meanwhile, there are many opinions arguing that cooperative learning has a greater impact on students' external motivation rather than intrinsic motivation because the students only seek to get higher scores because of the team reward. However, Norman (2005:5) argues that based on the study, when the students interpret the rewards as an affirmation of competence, the result can be the maintenance or increase the intrinsic motivation. Thus, the teachers need to be careful to ensure that the atmosphere of the class does not give to the students to perform the task well. On the other hand, the teacher should create an atmosphere of encouragement and positive group relation.

2) Cognitive Theory

a) Developmental Theories

The fundamental assumption of the developmental theories is that interaction among children around appropriate tasks increases their mastery of critical concepts. Besides, collaborative activity among children promotes growth; modeling in the collaborating group behavior more advanced than those they could perform as individuals (Slavin, 1995:17). Furthermore, Piaget in Slavin (1995:17) states that social-arbitrary knowledge – language, values, rules, morality and symbol systems (such as reading and math) – can be learned only in interaction with others. Moreover, many Piagetians argue that interactions among students on learning tasks will lead to improve students' achievement. Students will learn from one another because in their discussions of the content, cognitive conflicts will arise, inadequate reasoning will be exposed, and higher quality understanding will emerge.

b) Cognitive Elaboration Theory

Wittrock in Slavin (1995:18) states that research in cognitive psychology has found that if information is to be retained in memory and related to information already in memory, the learner must engage in some sort of cognitive restructuring or elaboration of the materials. According to Devin –Shehaan, Feldman, and Allen in Slavin (1995:18), one of the effective means of elaboration is explaining the material to someone else. Research in peer tutoring has long found achievement benefits for the tutor as well as the tutee.

c. Principle Characteristics of Cooperative Learning

There are six principles characteristics of cooperative learning (Slavin, 1995:12-13).

1) Group Goals

Most cooperative learning methods use some forms of group goals. In the Student Team Learning Methods, these may be certificates or other recognition given to teams that meet a preset criterion.

2) Individual Accountability

Individual accountability is achieved in two ways. One is to have group scores to be sum or average of individual quiz scores or other assessments. The other task is task specialization, whereby each student is given a unique responsibility for part of the group task.

3) Equal Opportunities for Success

A characteristic unique to the Student Team Learning method is the use of scoring methods that ensure all students have equal opportunity to contribute to their teams.

4) Team Competition

There are some types of cooperative learning method which use competition between teams as means of motivating students to cooperate within teams, such as STAD and TGT.

5) Task Specialization

The use of task-specialization methods is the assignment of a unique subtask to each group member.

6) Adaptation to Individual Needs

Most cooperative learning method use a group paced instruction, but two-TAI and CIRC-adapt instruction to the students' individual needs.

d. Elements of Cooperative Learning

Johnson and Johnson in Burden and Byrd (1999:100) outline five key components for effective cooperative learning as presented as follow.

1) Positive Interdependence

Cooperative learning, students are grouped in a small heterogeneous group which creates a positive interdependence among students with all group members work together and help each other to accomplish the common goal. This success of the group depends on the success of each member. Thus, each member seeks outcomes which are beneficial to himself and the group member.

2) Face-to-Face Interaction

In cooperative learning, students are grouped in a small heterogeneous group which creates a face-to-face interaction among the students. This encourages students to help, share, and support each other's learning. Besides, by working closely together, students can promote each other's success through explanations, teaching, checking for understanding, discussions, and connecting new and old learning.

3) Individual Accountability

Slavin (1995:19) argues that when cooperative learning is poorly constructed, cooperative learning can allow for the “free rider” effect, in which some group members do all or most of the work (and the learning) while others do little or nothing. This can be eliminated by creating individual accountability to ensure that students learn and no one is ignored.

Johnson and Johnson in Norman (2005:4) highlight key factors for structuring individual accountability.

- a) keeping the group size small
- b) giving students individual tests where they cannot seek help from others
- c) randomly choosing students to answer questions
- d) observing the group and record frequency on contribution of each member
- e) assigning one member to be “a checker” who asks other more member, to explain the reasoning and rational underlying group answers
- f) having students teach what they have learnt to someone else

4) Interpersonal and Small Group Skills

Johnson and Johnson in Norman (2005:4) argue that when the students have more social skills and the teachers pay attention to the teaching and reward these of social skills, the students will get higher achievement within cooperative learning group. In this method, students learn interpersonal skills, such as active listening, staying on the task, asking questions, conflict management and resolution and so forth.

5) Grouping Processing

Johnson and Johnson in Norman (2005:5) state that group processing takes place on two levels, in small groups and whole class. To allow for group processing at the group level, the teachers allow time in the end of each class for groups to process how effectively the members work together.

Besides, they also propose that the teacher should do the followings to make a good group processing. They are presented as follows.

- a) Enable learning groups to focus on maintaining good working relationships among members
- b) Facilitate learning of cooperative learning
- c) Ensure that members receive feedback on their participation in the group
- d) Ensure that students think on the meta-cognitive as well as cognitive level
- e) Provide a means to celebrate the success of the group and reinforce positive behaviors

e. Components of a Cooperative Learning Activity

There are four aspects in planning a cooperative learning activity (Borich, 2000:331-333). They are:

1) Teacher-Student Interaction

One purpose of teacher-student interaction during cooperative learning is to promote independent thinking. It exchanges between teacher and learners in the classroom focus on getting learners to think for themselves, independently of text. On the other hand, cooperative learning occurs in groups that share a

common purpose and task, so the teacher must broaden interactions to fit the zone of maximum response opportunity that is common to most group members.

Teachers' goal is to help the group become more self-reflective and aware of its own performance. Teachers' role is to intervene at critical junctures and then retreat, allowing the group to grapple with the new perspective or information given. In this manner, teachers monitor and collaborate with the group during brief but focused interventions, keeping them on course and following a productive line of reasoning.

2) Student-Student Interaction

Interaction among students in cooperative learning groups is intense and prolonged. In cooperative learning groups, students gradually take responsibility for each other's learning. During cooperative learning, the feedback, reinforcement, and support come from student peers in the group. Student-Student Interaction constitutes the majority of time and activity during cooperative learning. Groups of four or five, working together in the physical closeness promoted by a common task, encourage collaboration, support, and feedback from the closest, most immediate source—one's peers. An essential ingredient of cooperative learning is each learner's desire to facilitate the task performance of fellow group members.

3) Task Specialization and Materials

Another component of cooperative learning is the task to be learned and the materials that comprise a cooperative learning activity structure. Cooperative

learning tasks are preplanned activities; they are time, completed in stages, and placed within in the context of the work of others. This promotes the sharing if ideas and/or materials and the coordination of efforts among individuals. The choice of task and supporting materials is important to promote meaningful student-student interaction.

Cooperative task structures have the goal of dividing and specializing the efforts of small groups of individuals across a larger task whose outcome depends on the sharing, cooperation, and collaboration of individuals within groups.

4) Role Expectations and Responsibilities

Proper assignment of roles is important to the success of cooperative learning activities. In addition to groups being assigned specialized tasks, individuals often are assigned specialized roles to perform within their groups. The success of a cooperative learning activity depends on teachers' communication of role expectations and responsibilities and modeling them when necessary. This is another reason why cooperative learning has little resemblance to loosely formed discussion groups.

If someone's duties are unclear, or a group's assignment is ambiguous, cooperative learning quickly degenerates into undisciplined discussion, in which there may be numerous uninvolved and passive participants. Uninvolved and passive participants are individuals who successfully escape sharing anything of themselves. This defeats the purpose of cooperative learning, for if a group

produces an outstanding report but only a few students have contributed to it, the group as a whole will have learned no more than if each member had completed the assignment alone. Worst of all, the critical thinking, reasoning, and problem solving that are so much a part of the shared effort of a cooperative learning activity will not have occurred.

f. Types of Cooperative Learning

Slavin proposes some techniques in cooperative learning. They will be described below:

1. STAD (Student Teams-Achievement Divisions)

STAD is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach. In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity.

STAD consists of five major components- class presentations, teams, quizzes, individual improvement scores, and team recognition. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

The main idea behind Student Teams-Achievement Divisions is to motivate students to encourage and help each other master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do

their best, expressing norms that learning is important, valuable, and fun. Students work together after the teacher's lesson. They may work in pairs and compare answers, discuss any discrepancies, and help each other with any misunderstandings. They may discuss approaches to solving problems, or they may quiz each other on the content they are studying. They work with their teammates, assessing their strength and weakness to help them succeed on their quizzes.

2. TGT (Teams-Games-Tournament)

TGT is the same as STAD in every respect but one: instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compare as representatives of their teams with members of other teams who are like them in past academic performance. TGT is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure. A description of the components of TGT follows: class presentation, teams, games, tournaments, team recognition, materials and assigning students to teams.

3. Jigsaw

In jigsaw technique, students work in the same four-member, heterogeneous teams as in STAD and TGT. The students are assigned chapters or other units to read, and are given "expert sheets" that contain different topics for each team member to focus on when reading. When everyone has finished reading, students from different teams with the same topic meet in an "expert

group” to discuss their topic about thirty minutes, the experts then return to their teams and take turns teaching their teammates about their topic. Finally, students take assessments that cover all the topics, and the quiz scores become team scores, as in STAD. Also in STAD, the scores that students contribute to their teams are based on the individual improvement score system, and students on high-scoring teams may receive certificates or other recognition. Thus, students are motivated to study the material well and to work hard in their expert groups so that they can help their team do well. The key to jigsaw is interdependence every student depends on his or her teammates to provide the information needed to do well on the assessments.

4. TAI (Team Assisted Individualization)

Teams Accelerated Instruction shares with STAD and TGT the use of four-member mixed ability learning teams and certificates for high-performing teams. However, STAD and TGT use a single space of instruction. Also, STAD and TGT apply to most subjects and grade levels, but TAI is specially designed to teach mathematics to students in grades 3-6.

5. CIRC (Cooperative Integrated Reading and Composition)

a. Definition of CIRC

Cooperative Integrated Reading and Composition (CIRC) is one of the types of a cooperative learning method. It is a comprehensive program for teaching reading and writing. Slavin (1995:104) proposes that CIRC is a comprehensive program for reading and writing in the upper elementary grades.

Madden (2004) studies that CIRC is teaching technique that focuses on two skills, reading and writing. This two skills drill students' mastery of language arts. The technique guides teachers in motivating students to work in group at the same or different reading level.

CIRC technique activities are suitable to increase students reading comprehension. It is noted by her three main elements of the technique, there are basic activity, direct teaching of reading comprehension, and language art (Sharan, 1999).

As Durukan's (2010) research, CIRC technique is realization of cooperative learning that accommodates reading, writing and other language skills. He adds that skill-based reading groups approach encourages development of this technique.

b. Principle Issues of development process of CIRC

The development of CIRC proceeded from analysis of the problems of traditional reading, writing, and language arts instruction. There are some principal issues in the development process of CIRC (Slavin, 1995:104-106) presented as follows.

1) Follow-up

One major focus of the CIRC activities is on making more effective use of follow-up time: Students work within cooperative teams which are coordinated with reading group instruction in order to meet objectives in such

areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of reward.

2) Oral Reading

Reading aloud is a standard part of most reading programs. Oral reading has positive effects on students' decoding and comprehension skills (Dahl and Samuels in Slavin, 1995: 105). One objective of the CIRC program is to greatly increase students' opportunities to read aloud and receive feedback on their reading by having students need to team mates and by training them in how to respond to one another's reading.

3) Reading Comprehension Skills

Several studies showed the explicit instruction in reading comprehension strategies and meta-cognitive monitoring processes can increase students' comprehension skills, or at least those skills especially taught in the intervention. For example, comprehension can be improved by teaching students summarizing, questioning, clarifying, and predicting skills (Brown and Palincsar, 1984; Day, 1980; Hansen, 1981; Palincsar and Brown, 1984; Raphael, 1980) in Slavin (1995:105).

A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills. For example, during follow-up students work in pairs to identify five critical features of each narrative story characters, setting, problem, attempted solutions, and final solutions.

4) Writing and language Arts

A major objective of CIRC is to design, implement, and evaluate a writing-process approach to writing and language arts that would make extensive use of peers. In the CIRC program, students plan, revise, and edit their composition in collaboration with teammates. Language arts instruction is integrated with writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing process in reading program and by the use of newly learned reading comprehension skills on writing instructions.

c. The Major Components of CIRC

The major components of CIRC are presented as follows (Slavin, 1995:106-108).

1) Reading Groups

If reading groups are used, students are divided into two or three groups according to their reading level as determined by the teacher.

2) Teams

Students are assigned to pairs or triads within their reading groups, and then the pairs make a team composed from different levels. For example, a team might be composed from two students from high level group and two from low level group. Team members receive points based on their individual performance on all quizzes, compositions, and book reports, and these points form the team's score.

3) Story-Related Activities

Students use novels or basal readers. Stories are introduced and discussed in teacher – led reading groups. In these groups, teacher set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and etc.

After the stories are introduced, students are given a story pocket which contains a series of activities from them to do in their teams. The sequence of activities is as follows.

a) Partner Reading

Students read the story silently, and take turns with other to read aloud, alternating each paragraph. These listeners correct any errors the readers make. The teachers assess the students' reading by going around from one group to another and listening to them.

b) Story Grammar and Listening to them

Students are given questions related to the story that emphasize story grammar. In the middle of the story, the students are asked to stop reading and to identify the characters, the setting, and the problems in the story, and to predict how the end of the story is. At the end, students are asked to respond the story as a whole and write a few paragraphs on a topic related to it.

c) Word out loud

Students are given a list of new of difficult words, and asked to read the word correctly. They practice with their partners or teammates until they can read the words correctly.

d) Word meaning

Students are given a list of new words, and asked them to look for the definition in the dictionary, paraphrase, and make sentence by using those words.

e) Story Retell

After reading the story and discussing it in their groups, students summarize the main points of the story to their partner.

f) Spelling

Students pretest one another a list of spelling words each week, and then over the course of the week to help one another master the list.

4) Tests

At the end of class period, students are given a comprehension test on the story, asked to read aloud the list of difficult words, and write meaningful sentences for those words.

5) Independent Reading and Book reports

Students are asked to read a book of their choice and make book reports. They contribute bonus points for their teams if they complete book reports regularly.

d. Steps of CIRC

CIRC consists of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. Slavin (1995: 106) proposes some steps in CIRC, they are teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, and testing.

Huda (2011: 126-127) states some steps in conducting CIRC as follows.

1. Students are placed in small groups, not only homogeny but also heterogeneously
2. They follow teacher's instructions in reading and writing ability
3. Practice
4. Pre-assessment
5. Quiz

While, Suprijono (2009: 130-131) also proposes some steps of conducting CIRC that students can be active in joining the teaching learning process.

1. Grouping the class that consists of four students heterogeneously
2. Teacher gives a text/ clipping which is appropriate with the topic
3. Students work together in reading and finding main idea and giving idea toward the discourse/ clipping which is and they are written on paper
4. Presenting/reading the result
5. Teacher gives conclusion together
6. Closing

In reference to the explanation above, the steps of CIRC used in the classroom activities contribute to the students' reading learning process. The steps of CIRC should be appropriate to the students. So, the teacher can achieve the target of achieving students' learning process. From the explanation of the steps of CIRC from some experts above, it can be concluded that the steps of CIRC should be included with teacher presentation, grouping consisted of four or three students, giving a text that appropriate with the topic, working in group in doing some tasks based on the text and topic, discussion, presenting the result of students' work, teacher' conclusion, and closing.

B. CONCEPTUAL FRAMEWORK

As discussed above, learning method is one of the most important elements affecting the English teaching-learning process including the reading learning process. The application of an appropriate method is very essential in determining the success of teaching and learning process. In reading, the appropriate method can influence students' performance and reading comprehension ability.

One of the problems related to the reading learning process in the eighth grade students of MTs Wahid Hasyim Sleman is the students have low motivation of the students. Therefore, in order to improve the students' interest and increase reading learning process the teacher should be able to choose the effective

methods from the various methods to achieve the aim of learning in order to make learning activities become active, innovative, creative, and fun.

To gain expected results of this reading learning process, it is necessary to create the activities that can increase the students' motivation in learning English. The students' motivation can be influenced intrinsically and extrinsically by many factors such as the techniques and methods.

There are principles and characteristics of effective reading learning process in the class which should be considered before applying a particular learning method. Some of them are reading is not a passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not only the language, and the use of teaching learning method that are intrinsically motivating. Nuttall (1988:138-144) proposes some strategies that students can be active in the reading learning process. Some of them are discussion, reading aloud, listening with the text, summarizing, translation and group work. Davies (2000: 92-93) also implies three stages that are generally recommended to make reading more realistic and interesting; they are pre-reading, while-reading and after-reading. In every stage contain some activities for reading learning process.

With regard to be the improving reading learning process, the eighth grade students of MTs Wahid Hasyim should be able more active in their learning. It is

believed that the teachers can help learners to improve their reading learning process by finding the appropriate methods.

One of the methods that can be used to the improve reading learning process for them is cooperative learning. The use of cooperative learning maximally can improve the students' motivation because this method gives the students a new way to learn English in team work or cooperatively. To achieve the improvement of student's reading learning process; the researcher chose the type of cooperative learning which is suitable for them in reading learning process. It is Cooperative Integrated Reading and Composition (CIRC). From CIRC the students can learn reading orally and enrich their vocabulary through looking the meaning in dictionary.

CHAPTER III

RESEARCH METHODS

A. The Nature of the Research

The research of the improving reading learning process through Cooperative Integrated Reading and Composition (CIRC) for students of grade VIII A in MTs Wahid Hasyim was action research. According to Mc.Niff and Whitehead (2002: 15), action research is a name that is given to a particular way of researching own learning. It is a practical way for looking at the practices in order to appropriate as what it should be. Carr and Kemmis (1990: 162) say that action research is a simple form of self-reflective inquires undertaken by participants in a social situation in order to improve the rationality and the justice in their own practices, their understanding of the practices, and the situation in which the practices are carried out.

Action research has some steps. According to Kemmis and Mc.Taggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments, they are planning, implementation, observation, evaluation and reflection. Kemmis in Madya (1994:25) says that the steps in the action research process are identifying the problems, planning, doing actions and observation, having reflection and making revision.

Below is the process of this action research:

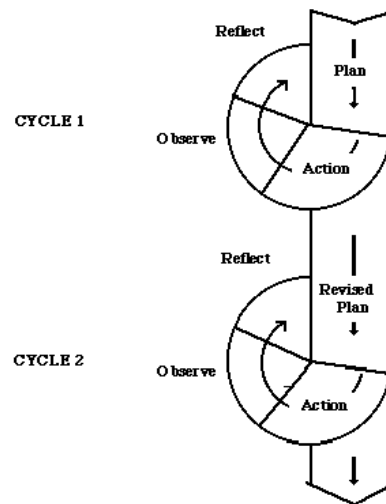


Figure. 1. Action research cycles (Burns: 1999)

The research members worked collaboratively to identify the problems related to the teaching-learning process, then formulate the problems and planned the actions to overcome the problems, implemented the action, and made evaluation and reflection. The research was regarded to be successful if there was a significant changing in the teaching-learning process.

B. Setting of the Research

This research study was conducted at class VIIIA MTs Wahid Hasyim Sleman Yogyakarta from April, 25th until May, 11th 2011 in the second semester in the academic year of 2010/2011. The English teaching-learning process at the

class was held twice a week on Tuesday and Thursday and 2x40 minutes for each meeting.

The researcher chose MTs Wahid Hasyim as the setting of the research study, because there was a teacher of MTs Wahid Hasyim who once asked the researcher to conduct the research on that school. The school needed more improvement, especially in English subject. When the researcher did observation and interviewed the English teacher, she found many problems in the English teaching-learning process at grade VIII A. The researcher and the English teacher chose grade VIII A instead of grade VIII B because grade VIII A was lower than grade VIII B.

C. The Data Collection Techniques

The data were collected by observations and interviews. The researcher did the observations to get the data from the English teaching-learning process. The result was in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were in the form of interview transcripts. The researcher also took pictures in the implementation of the actions as documentation.

D. The Data Analysis Technique

The data were analyzed in qualitative ways. The researcher analyzed the data from the field notes of the observations and the interview transcripts during

the research. The technique used to validate the data was triangulation through comparing the data of observations and interviews.

In this research, the researcher took field notes of what she did in the classroom and kept supporting documents, such as the lesson plans. After the class finished, the researcher interviewed some students to know their feeling and opinion about the implementation of the actions. The researcher also interviewed the English teacher about the implementation of the action to get his comments, perceptions, critics, ideas, and suggestions. After that, the researcher compared the field notes and interview transcripts to support the finding.

E. Validity and Reliability of the Data

To fulfill the validity of the research, the researcher followed five criteria proposed by Anderson in Burns (1999:161-162). They are:

1. Democratic validity, which is related to the extent the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the other research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, ideas, suggestions, critique and comments about the implication of the action research.
2. Process validity, raises questions about the process of conducting research. The actions of this research should be believable. They must be supported by some data sources that showed the process was valid.

3. Outcome validity is related to the nation of action leading to outcome that is “successful” within the research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research can be said to be successful if there are some improvement in the teaching-learning process.
4. Catalytic validity, is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learners’ understanding of their role and the actions taken as a result of those changes, or by monitoring other participants’ perception of problem in the research setting. In this research, the researcher asked the students about their responses to the changes occurring to themselves.
5. Dialogic validity, is related to the extent that parallels with the processes of collaborative enquiry or reflective dialog with “critical friend” other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

The researcher used democratic validity in this research. The researcher gives vastness opportunies to the members of the research to give opinion, expectation, and feeling before and during the research. To ensure the reliability of the data, the genuine data, such as the interview transcripts with the English teacher and the grade VIII A students, field notes of the English teaching- learning process, photographs of teaching-learning process, and the other resources are

showed in appendices. To obtain the trustworthiness, the researcher used triangulations that were proposed by Burn (1999: 163) as follows:

1. Time triangulation, the data were collected at one point in time or over a period to get sense of what are involved in the process of the changes.
2. Space triangulation, the data were collected across different sub-group of people, to avoid the imitation of studies being conducted within one group.
3. Investigation triangulation, one observer was involved in the same research setting to avoid being biased and to provide checks on the reliability of the observation.
4. Theoretical triangulation, the data were analyzed from more than one perspective.

F. Research Procedures

Kemmis in Winter (1989) as quoted by Widayati (2003:42) suggests the research procedures as follows:

1. Determining the thematic concern (Reconnaissance)

The researcher found the information about the English teaching-learning process in the field by doing the reconnaissance step. The information was obtained by having a discussion with the headmaster and English teacher, doing observation in the English lesson at grade VIII A, and interviewing some students of grade VIII A. After getting the information about the existing problems, the researcher and the English teacher classified them into groups. Then, the researcher and English teacher determined that the thematic problem in this

research was the poor motivation and interest in the reading learning process, which would be improved through the implementation of some actions. This research implemented some actions, namely using the cooperative integrated reading and composition (CIRC) method, applying group work and conducting discussion.

2. Planning

After deciding the thematic problems, the researcher held discussions with the English teacher about the problems then they planned some actions that would be implemented in the writing teaching-learning process. These actions are as follows:

a. Using CIRC technique

The researcher gave a text to the students. The students read the text and comprehend it together. The students also must find the meaning of difficult words on the text in the dictionary before they answered the questions in every task. So, it could make the students easier in following the reading learning process.

b. Applying group work

The researcher applied group work in each meeting. It was to make the students more motivated and interested in English. It could make the students enjoy more in following the reading learning process.

c. Conducting discussion

The researcher conducted the discussion in every activity. The students were involved the reading learning process. It made it easier for them to finish the tasks given. It also could improve the students's motivation and interest in the reading learning process.

3. Implementation

After planning some actions, the researcher and the English teacher implemented the actions in the reading learning process. The actions were implemented in three cycles. Each cycle was done in two meetings. The observer observed and took pictures in the reading learning process and the students' reaction during implementation of the actions. Based on the observation, interview transcripts and documentation the members' involvement was evaluated as the result of implementation of the actions.

4. Reflection

The reflection was done after the implementations of the actions in each meeting. It was done to find if there were some actions which were ineffective or failed. If the actions were regarded ineffective, the researcher would seek the other actions to change the previous actions. If the action were fruitful, the researcher would recommend the actions to be implemented in the next the reading learning process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter reveals the findings and the discussions which refer to the efforts to improve students' reading learning process through Cooperative Integrated Reading and Composition (CIRC).

A. Reconnaissance

1. Identification of the Problems

To identify the problems that occurred in the reading learning process of the second grade students at MTs Wahid Hasyim, the researcher did an observation and some interviews. Below is the field note during the observation.

Vignette
November 2nd 2010
VIII A class
R : researcher
ET: English teacher
S : Student
Ss : Students

The bell rang. It was time to begin the first lesson. ET asked R to go to VIII A class on the second floor. When they were in the front of the class, there were many Ss who had not entered to the class. ET had the Ss to get the class in because the lesson would be started. After all the Ss came and sat down calmly, ET invited R to sit down on an empty chair beside a S. ET began the lesson by greeting "Good Morning everybody?, How are you today?". Ss answered "Good morning Pak Azam, I'm fine, thank you, and you?" ET answered "I'm fine too, thank you". Then, it was continued with saying a prayer together. When ET was calling the student based on the students' list, suddenly two Ss came into the class. ET asked the students to sit down and warned them to come earlier on the next meeting.

ET gave the lesson that was about recount text. ET explained the recount text, tenses which are used, until the generic structure. When ET was explaining the

(continued)

material, there were Ss who were chatting with their friends, looking at the door and the window when some Ss from other class was passing by. Then, ET asked the students to open *LKS* and read the text on page 25. They had the Ss to read the text and answer the questions below the text. The Ss said, “Sir, it is difficult, I cannot get the meaning of the text, I do not know the meaning of each word” etc. There were some Ss who were silent and putting their heads on their hands. Most Ss asked him the meaning of each word and only two Ss who brought English – Indonesian dictionary. There was a S said ‘Sir, please translate the text. I do not all the meaning’. Because the Ss had difficulties in understanding the text, ET translated the whole text sentence by sentence. Then the Ss wrote the meaning on the *LKS*. There were some Ss who were chatting with their seatmate when the others were writing. It made the class crowded. Then, ET warned them to keep silent, because they disturbed their friends.

After they had finished, the Ss began to answer the questions based on the text. Some Ss could do the tasks, while some others cheated the result of their friends, and did not do the tasks anymore because of feeling difficult. At that time, the ET went out from the class because there was something that he had to do. The class began crowded and noisy. Most Ss chatted with their friend and some others went out of the class looking other Ss from other class doing physical exercise in the yard whereas they had not done the tasks anymore. Some minutes later, the ET came to the class. The ET had the Ss to enter the class. The ET asked to the Ss, “Have you finished doing the tasks?” Some Ss said ‘yes’, some others said ‘No’. The ET gave a few minutes to the Ss who had not finished the tasks, and after that they cheated the answers of their friends.

ET realized that there were some Ss who cheated the answers from their friend, and then the ET had them to read the answer number 1. In the first time, the S refused it. After the ET persuaded him many times, finally he read the answer. When he was reading the answer, he pronounced some words incorrectly. The ET corrected his pronunciation. Then, the ET pointed other S to answer number 2. Suddenly, the bell rang. And all the Ss were happy because they would continue other lesson that is physical exercise. Then the ET finished the class by saying *Hamdalah*.

After the researcher observed the English teaching-learning process and interviewed the teacher and some students, the researcher and the English teacher identified some problems that occurred in the reading learning process. The problems were as follows:

- 1) Students thought that English was difficult.
- 2) Students had difficulties in understanding the text.
- 3) The students found difficulties in understanding the meaning of words.
- 4) Some students cheated their friends.
- 5) Students did not pay attention when the teacher was explaining the material.
- 6) The students often made noise during the teaching learning process.
- 7) The students pronounced words incorrectly.
- 8) The students had low motivation in learning English.
- 9) The students felt difficult in answering the questions individually.
- 10) Most students did not have dictionary.

2. Determining the Actions to Solve the Field Problems

After identifying the problems occurred in the English teaching and learning process, the researcher and the English teacher discussed the most important problems that needed to solve. There were three most urgent problems. These three problems were chosen because the researcher and the English teacher as the collaborator considered that those problems could influence the reading learning process if they were not solved soon. They could give bad effects to students in achieving the materials. The problems are as follows:

- 1) The students had difficulties in understanding the text.
- 2) Many of the students found it difficult to answer reading tasks individually.
- 3) The students found difficulties in understanding the meaning of the words.

After the researcher and the English teacher identified the most urgent problems that needed to solve, they discussed again the points of those problems. After discussing them, the researcher and the English teacher agreed that those problems above were related to reading learning process. Then the researcher and the English teacher tried to look for the appropriate method to improve students' reading learning process.

At that time, there was one option that was agreed by English teacher and the researcher in order to improve students' reading learning process. It was using cooperative learning method. Considering the strengths and the weaknesses of some methods of cooperative learning for improving reading learning process, finally they decided to use Cooperative Integrated Reading and Composition (CIRC). That was why finally English teacher and the researcher decided to use Cooperative Integrated Reading and Composition (CIRC). It was new for the students. Besides, they thought that students might like working in groups.

3. Report of Cycle I

The first cycle of the research was conducted in two meetings. It was on Tuesday, April 25th 2011 and Thursday, 27th 2011. Each meeting was done with the duration of 2x40 minutes. During this classroom action research, the researcher acted as the English teacher.

a. Planning

Based on the result of the discussion with the research members in a democratic and dialogic atmosphere on April 12th 2011, the plan of the action was derived to be implemented in the first cycle. The focus of the action in this cycle

was to improve the students' reading learning process and students' activity in group work. The actions are as follows.

- 1) Implementing some CIRC (Cooperative Integrated Reading and Composition) activities, such as: partner reading and word meaning.
- 2) Applying group work
- 3) Discussing the answer

b. Action and Observation

The actions were carried out two times, on Tuesday April 25th 2011, and Thursday April 27th 2011. The data during Cycle 1 were collected in the form of field notes during classroom observations and interviews. The complete description would be provided below:

- 1) Implementing some CIRC (Cooperative Integrated Reading and Composition) activities,
 - a) Partner Reading

In this action, the students were expected to read the story silently and then took turns reading the story aloud with their partner. The listener should correct any errors the reader might make. In the implementation, this activity did not run well. After the researcher introduced the text, she asked the students to read by themselves first. Then, the students were asked to do the partner reading activities. They should read the text with their partner or seatmate. Some of them, especially girls did this activity but the boys only chatted with their friends. The class began noisy. This situation could be seen on the field note below.

“R meminta Ss untuk membaca teks dengan teman sebangkunya. Sebagian S perempuan melakukannya, akan tetapi S laki-laki hanya

ngobrol saja. R pun memperingatkan tapi mereka hanya melihat kertas pura-pura membaca. Mereka pun lanjut ngobrol. Ketika kelas sudah mulai agak ramai. R mengambil alih. R menawarkan pada mereka siapa yang ingin membaca teksnya, seluruh Ss diam.”

(“R asked Ss to read the text with their seatmate. Most of girls read the text but the boys ignored it and just chatted with their friends. R warned them but they only pretended read it. They continued their chatting. The class began noisy. R took over the class. R offered them to read the text, the class was quite.”)

(Field Note)

b) Word Meaning

As stated before, the students had difficulties in understanding meaning of words and they never checked the difficult words in the dictionary. They waited their teacher explaining the meaning of the words. In the implementation, the students were asked to look up the meaning of the English words in the dictionary. The students seemed very enthusiastic. Since most of the students did not have dictionary, the researcher prepared some dictionaries borrowed from school library to help them looking for the meaning of difficult words.

In applying this action, the researcher prepared some difficult words from the text that had been given. She also asked to the students to find other unfamiliar words in the text. They mentioned them and she wrote them on the whiteboard. After that, they looked for their meaning in the dictionary. In each group, two students looked for the meaning of the unfamiliar words in the dictionary and one student wrote the answer on the paper. After all the groups finished finding the meaning, the researcher along the students discussed the answer together. They were also asked to find out the meaning of the unfamiliar vocabularies by matching the words to their meaning in the task.

In the second meeting, the number of the students was fifteen. In the previous meeting there were only twelve. The researcher only prepared eight dictionaries. She felt that she needed more dictionaries because the absent students came. The researcher then asked them to bring dictionary by themselves when they joined the English lesson in the next meeting.

The activity of looking up the unfamiliar vocabulary was beneficial for the students because they knew much the meaning of unfamiliar words that they had not known before.

R : *Dek Putri,,,, dek Putri nemu kata-kata sulit di bacaan cerita tadi gak?*

(Putri, did you find the difficult words from the story?)

S : *Ada Miss, banyak lagi.*

(yes, Miss. Many)

R : *Trus pas nyari arti di kamus, ketemu gak artinya?*

(Did you get the meaning of them in the dictionary?)

S : *Iya ketemu, ternyata satu kata dalam bahasa Inggris artinya banyak ya Miss.*

(Yes, I did. In fact one English word has many meanings).

(Interview, R and S)

The English teacher gave comment that the activity of word meaning could make the student find the meaning independently.

R : *Secara keseluruhan tentang aktifitas word meaning apakah ada dampaknya kepada siswa Pak?*

(Overall about word meaning activity, is there any impact for the students, sir?)

ET : *Oh ada Miss, yang tadinya anak-anak malas mencari arti di kamus karena hampir dari mereka tidak punya dan hanya menunggu arti kata-kata yang sulit dari guru, sekarang mereka dilatih untuk mandiri. Vocab mereka sepertinya kini kian bertambah.*

(Yes Miss. Before they were lazy to find out the meaning from dictionary because they do not have dictionary and just waiting for the explanation from the teacher, now they are drilled to learn dependently.)

(Interview, R and ET)

2) Applying group work

This action was to motivate the students in joining the reading activities in the class. This was done to improve the students' interaction, minimize difficulties, and give them more opportunities in doing the activities cooperatively. The students were expected to be able to share their ideas and discuss the problems together with their friends. So, they would be able to do the tasks more easily.

The students reported that they had difficulties in answering the questions in reading tasks individually. So, the teacher and the researcher agreed to apply group work for students in order that they could be active in joining the class. In the first meeting, the researcher divided them into some groups. One group consisted of three students. There were students who did not come. So, there were twelve students divided into four groups. She grouped the students based on the attendance list. When implementing this action, the students did the tasks cooperatively. They could divide the jobs in doing the tasks with their friends in groups. It could be seen on the field note below.

“Dari tiga Ss, dua Ss mencari arti bahasa inggris di kamus dan yang satu S menuliskan jawabannya. Ketika seluruh Ss mengerjakan tasks bersama dalam kelompok, R pun berkeliling untuk memantau mereka. Hampir seluruh kelompok mengerjakan dengan bersama-sama dan komPak. Mereka berdiskusi dengan teman sekelompoknya.”

(From three Ss, two Ss found out the meaning in the dictionary and the other wrote down the answer. When all the Ss did the tasks with their groups, R walked around the class to monitor them. Almost all the groups did the tasks together and cooperatively. They discussed with friends in their groups.)

(Field Note)

They were enthusiastic in learning in groups. In group of three, they had awareness in managing the group. Two students looked up for the meaning of English words in the dictionaries and one student wrote the meanings. In this situation they did the tasks cooperatively. They could answer the questions by discussing with their friends, although there were some groups asking the researcher for helping them.

During the group work, the students could share the tasks given in order to finish the reading and writing tasks. They thought it was easier to do the tasks when they worked in group than in individual work. It was shown in the following interviews:

R : Kamu senang gak kalo belajar kelompok?

(Do you like to work in group?)

S : Seneng.

(Yes, I do.)

R : Kenapa?

(Why?)

S : Jadi mudah mengerjakannya.

(It is easier to do the tasks.)

(Interview, R and S)

R :Tadi waktu ngerjain tugas berkelompok bisa nggak?

(Could you do the tasks in group work?)

S : Bisa dong Miss, kan kerja sama.

(Yes, I could. It was done together.)

R : Jadi lebih mudah ya?

(Was it easier?)

S : Iya, lebih gampang.

(Yes, it was easier.)

(Interview, R and S)

The students not only felt easier doing the tasks in group but they also thought that group work helped them to finish the tasks faster. It is shown in the following interview:

- R : Gimana belajar dengan berkelompok, suka?*
(Do you like studying in a group?)
- S : Suka*
(yes, I like it)
- R : Sukanya karena apa?*
(Why do you like it?)
- S : Soalnya kalo bareng-bareng kan ngerjain soalnya jadi gak terlalu susah, Miss. Apa lagi kan jadi bisa cepet selesai.*
(Because it made us easier when we did the tasks together, mam. Moreover, we could finish the tasks faster)

(Interview, R and S)

In the second meeting, all the students came to the class. The researcher suggested three students who did not come in the first meeting join to three groups four groups. The researcher then asked them to do the reading tasks together with their friends. In doing the tasks, the three students seemed confused, because they had not understood what they had to do. In the groups, they did nothing, but only waited for their friends and sometimes invited to chat something.

The English teacher commented about the effectiveness of group work. There was a difference between applying group work in the first meeting and the second meeting. In the first meeting, all groups consisted of three persons and it ran well. They did the tasks cooperatively. But, in the second meeting there were some groups that consisted of four persons. The groups which consisted of four students seemed not doing the work cooperatively. The students who were absent in the first meeting did not do anything for their group. It could be seen in the interviews below.

- R : Menurut Bapak. Bagaimana pendapat Pak Azam tentang para siswa dalam mengerjakan tugas secara berkelompok selama di kelas?*
(What do you think about students working in groups in the class?)

ET : Mengerjakan tugas dalam group work menurut saya sangat efektif Miss, karena sebelumnya jika mereka mengerjakan sendiri mereka merasa kesusahan.

(I think it is very effective, because in the previous meetings if they did individually they felt difficulty.)

R : oiya Pak, apakah Pak Azam menemukan situasi yang berbeda pada saat pada saat pertemuan pertama dan setelahnya?

(well, did you find the different situation in the first meeting and the next in the class?)

ET : Itu Miss, kalo yang pertemuan pertama kan satu kelompok 3 anak semua. Mereka mengerjakan tugasnya bareng- bareng dengan teratur. Terus setelah pertemuan kedua dan selanjutnya, saya lihat satu kelompok 4 orang tidak efektif.

(I got it, in the first meeting all groups consisted of three students. They did the tasks together and orderly. Then, in the second meeting, I saw if one group consisted of four students, it was not the second meeting, I saw if one group consisted of four students, it was not effective)

(Interview, R and ET)

3) Discussing the answer

The researcher implemented this activity when the students did and finished their tasks. Through this activity, the students were expected to be able to share their idea and opinion with their group members and hopefully they could do the tasks easily. In the class, the researcher was not only as a teacher but also as an observer. When the students did the tasks with their groups, she could observe their progress and difficulties. She came to one group to others to help, guide, and give them the ways how to do the tasks more easily. After all the groups finished their exercises in every task, she also invited them to discuss the answers together. In this action, there was interaction between student-student, student-teacher and teacher-students.

This action was done in the reading learning process, especially in the process of doing the tasks and answering the questions based on the tasks. This

activity was considered to be one of the important parts to have a success in reading learning process in this cycle because the students should read the text and the questions, translate the difficult words and answered the questions together in groups. After finishing their tasks, they enthusiastically joined this activity; most of the members of the group raised their hand to answer the questions.

“Hampir semua Ss terlihat antusias untuk menjawab pertanyaan-pertanyaan. Mereka mengacungkan tangan ketika R bertanya ada yang mau menjawab. Walaupun R sudah memberikan giliran kepada tiap-tiap kelompok untuk menjawab, terkadang S yang sudah dapat giliran menjawab ingin menjawab lagi. Ss sangat antusias menjawab karena mereka yakin jawaban mereka benar semua”.

(Almost all the students were enthusiastic in answering the questions. They raised their hands when R asked them who wanted to answer. Although R had given turn to every group to answer, sometimes S who had got turn wanting to answer the questions again. The students were enthusiastic to answer them. They were sure that all of their answers were correct.)

(Field note)

R : Tadi Amka ikut jawab pertanyaan?
(Did you answer the questions?)

S : iya.
(yes)

R : Jawabannya banyak yang betul gak?
(Were there many correct answers?)

S : iya Miss, makanya saya ingin jawab terus tadi
(Yes Miss. So, I wanted to answer all the questions.)

(Interview, R and S)

The English teacher commented about students' enthusiasm in the interview below.

R : Menurut Pak Azam apa semua siswa tadi terlihat aktif Pak?
(Do you think all the student were active, sir?)

ET :emh.....iya Miss, tadi yang pas sesi menjawab pertanyaan. Mereka antusias sekali. Semuanya pengen ikutan jawab.

(Yes, when it was in the answering question session. They were very enthusiastic. All of them wanted to answer the questions)

(Interview, R and ET)

c. Reflection

After carrying out the actions in Cycle 1, the researcher invited the English teacher as a collaborator to hold a discussion. In the discussion which was so called reflection, they analyzed the data from the observations and the interview transcripts to evaluate the actions. The research members actively gave their opinions, feelings, and suggestions related to the actions. The following are the results of the reflection:

- 1) Implementing some CIRC (Cooperative Integrated Reading and Composition) activities

- a) Partner reading

The researcher conducted partner reading in implementing the CIRC activity in this cycle. The students were expected to read the text given and take turn reading it with their partner. Unfortunately, not all the students did this activity. Some of them especially girls did this activity, and the others ignored it.

- b) Word meaning

This activity was successful to motivate the students to be more active in joining reading learning process in the class. The students had to look up the meaning of unfamiliar words in the dictionary by themselves. They did it well. They did not wait again for the explanation of the meaning the unfamiliar

words from the teacher. Although not all the members of every group had the dictionary with them, they could manage it. From three students, two students found out the meanings of unfamiliar words from the dictionary and one student wrote them on the paper.

2) Applying group work

Group work was applied in every meeting. The implementation of group work in this cycle in the first meeting was successful to improve the interaction among the members of the group. During the group work, the students could accomplish the tasks collaboratively. They thought that it was easier to do the tasks when they worked in groups than they worked individually. They also thought that group work helped them to finish the tasks faster. But in the second meeting, this implementation was unsuccessful. There were some groups that did not do the tasks cooperatively. The students who were absent in the first meeting did not give any contribution to their group. They did not try to help their friends in doing the tasks.

3) Discussing the answer

This activity was considered to be one of the important parts in learning reading in this cycle because the students should read the text, translate the unfamiliar vocabularies, read the questions, and answer them. They were enthusiastic in joining this activity. During the activity the students discussed the answer in their groups to finish their tasks. Most of the members of the group also raised their hand to answer the questions after they finished the tasks. They were

not afraid to answer because they felt they could accomplish the tasks easier and faster. They also felt that all their answers were correct.

C. Report of Cycle II

a. Planning

Based on the reflection on Cycle 1, it was found that some activities, such as partner reading and applying group work were not successful yet to improve the students in joining reading learning process. In partner reading activity, it was found that there were some students who did not read the text with their partner, some students especially the boys who chatted with their friends and they ignored the teacher's instruction to read the text. To solve this problem, the researcher would change the activity of partner reading into reading aloud. It was expected that the students had motivation to read the text. It would increase the students' opportunities to read aloud and to receive feedback on their reading. They also would give much pay attention on the teacher's reading in order that they could re-read the text with good pronunciation and intonation.

In applying group work, it was found that the group that consisted of four students did not run well and some students did not take a part in accomplishing the tasks in their group. To overcome those problems, the researcher would change the groups and chose the students randomly. It expected that the students not bored with the grouping like in the previous meeting. The grouping would also consist of three students. This was expected that the students could be more active and work cooperatively with their friends in their groups in joining the reading learning process.

b. Action and Observation

The implementation of the actions was on Tuesday, May 2nd 2011 and Thursday, May 4th 2011. The focus of the actions in cycle 2 was to improve the reading leaning process. To gain the process and outcome validity, the research members did some actions maximally to obtain the best result. They also observed the reading leaning process and had discussion to solve the problems at the class. The complete description of the report is presented below.

1) Selecting and implementing some Cooperative Integrated Reading and Composition (CIRC) activities

a) Reading aloud

This action was implemented to give motivation for the students in joining the class. This activity actually was the replacement of the activity of reading partner in Cycle 1. Because there were some students who did not pay attention or do partner reading with their seatmate, the researcher conducted this action as the solution.

This activity ran well. After getting the text, the students read the text sentence by sentence after the researcher. She also repeated the reading in some sentences if there were students who made a mistake in their reading and pronunciation. After finishing reading together, the researcher asked three students to read each paragraph. The first paragraph was read by Tri Wahyuni, the second paragraph was read by Andri, and the third paragraph was read by Ruwanda. When Andri was reading the paragraph two, he made many mistakes in his pronunciation of some words. He read the word with the same letters like

reading in *Bahasa Indonesia*. The researcher corrected it, but he often made the same mistakes. When he made a mistake, his friends laughed at him. The class began crowded. He smiled, but he tried to read with a good pronunciation.

After the class was over, the researcher asked some students about their feeling in reading aloud activity. They enjoyed it. Moreover, there was their friend who made a mistake in his reading. So, they felt the class was alive because all the students laughed together. This situation could be seen in the interview below.

- R : *Hai, gimana tadi pendapat kalian pas ada aktifitas reading aloud?*
(Hi, what do you thinks about reading aloud activity?)
- S1 : *Apa itu reading aloud Miss?*
(What is reading aloud, Miss?)
- R : *Itu lho yang membaca teks dengan keras.*
(It was reading a text loudly.)
- S1 : *Oh yang itu, suka aku Miss. Pa lagi pas si Andri salah-salah bacanya.*
(Oh, I see. I like it, Miss. Moreover, when Andri made mistakes in his reading.)
- S2 : *hahaha, iya lucu banget tu sih Andri. Emang gak bisa baca kali dia, hahaha.*
(hahaha, yes. He is very funny. I think he could not read anymore. Hahaha)
- S3 : *Setuju, kayaknya sih pas baca kertasnya kebalik, hahaha*
(I agree. I think when he was reading, the paper was in wrong position.)
- R : *Tapi dia keren lho gak minder, walaupun salah bacanya berkali-kali.*
(But he was very good, he did not feel inferior. Although, he made mistakes in time.)
- S1 : *Iya sih Miss, tapi ada yang keren dari itu.*
(Yes, Miss. But there was something better that it.)
- R : *Emang apa?*
(What is it?)
- S3 : *Berangkatnya gasik?*
(He went to school early, didn't he?)
- S2 : *Duduknya anteng?*
(He sat down calmly, didn't he?)

S1 : *bukan itu.*

(No.)

R : *Trus?*

(So?)

S1 : *Itu lho Miss, bisa bikin anak-anak komPak ketawa. Aku seneng, kelas jadi rame.*

(He could make the students laugh together. I was happy. The class was alive.)

(Interviews, R and Ss)

The researcher also asked Andri what he felt when he read the text and made some mistakes. He felt he enjoyed with that. He added that he could learn more to pronounce the words correctly. This situation could be seen in the interview below.

R : *Andri sini, Miss Evi mo tanya.*

(Andri come here, I want to ask you something.)

S : *Mau tanya apa Miss?*

(What is it, Miss?)

R : *Tadi gimana rasanya pas kamu baca teksnya. Malu gitu?*

(What did you feel when you read the text? Were you ashamed?)

S : *Enggak Miss, aku enggak malu koq. Eh, ada sih dikit, hehe.*

(No, I was not. I was not ashamed. Eh, actually there was a little, Hehe)

R : *Tapi gak papa kan, temennya pada ngetawain?*

(Was it oke? although your friends laughed at you.)

S : *Gapapa koq Miss, malah aku jadinya tau gimana caranya baca yang benar.*

(It was oke, Miss. Moreover I knew how to read correctly.)

(Interview, R and S)

b) Story-related activities

After the students read the text, it was time for them to continue the story-related activities. In this activity, the students were expected to find new vocabulary, review old vocabulary, and discuss the story after students read it, and so on. The students could also understand the text about identifying the narrative

story, such as characters, setting, problems, attempted solutions, final solution. It could be seen when the students were able to answer the questions about the story.

This activity was implemented in the first meeting in Cycle 2. After the students did activity of reading aloud, the next activity was comprehension the text. She invited them to know the content of the story by asking some questions related to the story. This situation could be seen in the field note below.

“Setelah Ss selesai membaca text, peneliti kemudian membantu mereka untuk memahami text tersebut. Peneliti bertanya tentang judul cerita tersebut dalam bahasa Inggris “What is the title of the story?” hampir semua Ss serempak menjawab ‘The good-hearted golden snail’. R kemudian bertanya pada mereka tentang karakter utama dalam bahasa Inggris. Banyak siswa yang tidak tau arti ‘main’. Sehingga R menuliskannya di papan tulis. R pun meminta seorang S untuk mencari arti di kamus, S tersebut menyebutkan artinya. R bertanya lagi dengan pertanyaan yang sama, kemudian Ss menjawab ‘Dewi Galuh Candra Kirana. R kemudian bertanya dengan pertanyaan-pertanyaan lain dalam bahasa Inggris seperti siapa itu Dewi Galuh Candra Kirana, siapa saudaranya dll. Jika Ss tidak tau arti dari pertanyaan, R melakukan perintah yang sama seperti sebelumnya kepada mereka.”

(“After the Ss finished reading the text, the R then helped them in comprehending the text. The R asked them about the title in English, “What is the title of the story?” almost all the Ss answered ‘The good-hearted golden snail’ together. She then asked the Ss in English about the main character of the story. Many Ss did not know the meaning of ‘main’. So, the R wrote that word on the whiteboard. The R asked a S to look for the meaning of that word in the dictionary, he read the meaning. She asked again same question, the Ss then answered ‘Dewi Galuh Candra Kirana’. She then asked with other questions in English, such as, who is Dewi Galuh Candra Kirana, who is her sister etc. If the Ss did not know the meaning of the questions, she did the same instruction to them like before.”)

(Field note)

From the field note above, the students not only learned the content of the story, but they also found some difficult words on the story. The researcher wrote all the difficult words on the whiteboard and asked the students to do the same on

their notebooks. In the end of the class, the researcher asked the students to memorize them. After seven minutes, she pointed some of them to show the meaning of their new vocabularies. It was done to measure their memorizing.

In the second meeting, the researcher did the same activities. After reminding the lesson in the previous meeting, she asked the students about the new vocabularies that had been given in the first meeting. Some students could answer them, the others could not. She gave them a few minutes to memorize them and they could answer the meaning of new vocabularies after the researcher asked them again. The English teacher said that this activity was beneficial to the students. They not only knew the meaning of the unfamiliar vocabularies that they got, but also they could memorize them. This situation could be seen on the interview below.

R : *Kalau tentang menghafal vocabnya bagaimana Pak Azam?*
(How about memorizing vocabulary, sir?)

ET : *Oh, yang itu juga bagus sekali Miss Evi. Mereka memang harus dibiasakan seperti itu, agar mereka tidak hanya tau artinya tapi juga harus dihapalkan. Biar nanti pas ujian semester atau ujian nasional mereka gak merasa kesusahan lagi ngerjain soal-soal bahasa inggris.*

(Oh, that's good. They should use to do like that, in order that they did not only know the meaning of the unfamiliar words but also memorize them. So, they did not feel difficult again in doing semester examination or nasional final examination of English.)

(Interview R and ET)

c) Word meaning

This activity was done and successful in Cycle 1 and it was continued in Cycle 2. In this activity, the students were expected to be more familiar with dictionary. They should find difficult words on the text although there was some

list of words given on the task 1 on the worksheet. Before they found out the meaning, they should know and write verb 1 or present form from past form of verbs.

In the previous meeting, the researcher had reminded them to bring dictionary or borrow it from their friends. Beside the teacher prepared many dictionaries taken from library, some students also brought it. It eased them to find out the meaning of unfamiliar words quickly in their groups.

The students not only wrote the unfamiliar words on the worksheet, but they also had to write them on their notebook. They should have a special notebook for unfamiliar vocabulary that had name vocabulary notebook. It was done in order to make the students not mix their workbook with the list of vocabulary. After finding out the meaning from dictionary, they also memorize them.

In finding out the meaning in the dictionary, there were still students who asked the researcher to give certainty about the correct meaning they got or verbs of present form from past form before they got the meaning.

The English teacher supported this activity, although finding out the meaning was more difficult without any guide words from past form to present form of verb. This activity could make the students learn more and more. This situation could be seen on the interview below.

ET : *Oiya Miss Evi, yang mencari arti di kamus itu saya liat di kelas seperti halnya aktifitasnya berbeda dengan pertemuan sebelumnya ya?*

(Oh Miss Evi, about finding out the meaning activity on the dictionary. I saw in the class there was different activity from the previous meeting, wasn't it?)

R : *Iya, bener Pak Azam. Saya membuatnya berbeda. Sebelumnya ada kata bantu seperti verb past form 'went' ke present form 'go'. Kalo saat ini saya cuma kasih clue past form saja. Saya berharap mereka bisa belajar mencari arti secara mandiri di kamus sedikit demi sedikit.*

(Yes, it is true sir. I made different activity. Before, there were guide words such as verb from past form 'went' to present form 'go'. In this time I just gave a clue on past form. I hope they can learn more about finding out the meaning in the dictionary little by little dependently).

ET : *Oh, bagus itu Miss.*

(That's good idea).

(Interview, R and ET)

d) Regrouping the group work

In this cycle, the researcher divided the class into some groups. Every group consisted of three students. It was expected that the students could be more active and work cooperatively with their friends in their groups in joining the reading learning process. There were five groups in the classroom. The entire group consisted of boys and girls. The grouping system of the students was different from Cycle 1. She made it randomly. This was done in order that the students did not feel bored with the group. This situation could be seen in the field note below.

Setelah selesai aktivitas reading aloud, R pun membagi Ss ke dalam beberapa kelompok. Sebelumnya R pun menyampaikan kepada Ss bahwa pembagian kelompok ini tidak sama dengan pembagian kelompok yang lalu. Dan Ss pun setuju. Kemudian R membagi kelompok secara random. Dalam satu kelompok terdiri dari tiga Ss, ada yang satu S laki-laki dua orang Ss perempuan dan ada yang dua orang Ss laki-laki dan satu S perempuan. Pembagian kelompok seperti diharapkan agar Ss lebih terkontrol dalam pembagian tugas dan mereka tidak merasa bosan dengan cara pengelompokkan sebelumnya.

(After finishing activity of reading aloud, the R divided the Ss into some groups. At first, the R told them that this grouping was not same

like the previous meeting. All the Ss agreed it. Then, the R divided the group randomly. One group consisted of three Ss, one boy and two girls, and two boys and one girl. This grouping was expected that the Ss could be more controlled and they would not feel bored like the previous grouping.)

(Field note)

After the teacher regrouped the students, the students began to do the tasks. They did them in groups. While the students were doing every task, the researcher walked around the class to monitor the students' activity. The researcher found that there were some groups who did the tasks cooperatively, while the others did not. It happened when there were some students who did not enjoy in a group that was not in same gender. This situation could be seen on the following interviews below.

- R : *Riana, Miss Evi mo tanya nih, tadi gimana situasi belajar kelompoknya? Sukses seperti kemaren?*
(Riana, I want to ask you something, how about your group?
Does it run well like yesterday?)
- S : *Enggak Miss, enggak enak. Soalnya Riana cewek sendirian yang laen cowok. Riana enggak enjoy. Masa, Cuma Dina sendirian yang sering ngerjain tasksnya. Mereka cuma nungguin aja sama bantu dikit-dikit.*
(No, it's not. Because I am the only girl and the others are boys. I did not enjoy. I often did the tasks alone. They only waited for me and helped me just a little).

(Interview, R and S)

- R : *Ngomong-ngomong kok Sapto tadi dikelas kayaknya gak bantuin temen-temennya ngerjain tasks. Miss Evi perhatikan hanya pas activity 1 tentang cari arti dikamus. Padahal pertemuan kemaren Sapto paling aktif di kelompok.*
(Any way, why did you not help your friends doing the tasks in in the class. I saw that you only did in the activity 1 finding out the meaning of unfamiliar words in the dictionary. Whereas, you are the most active student in the previous meeting.)
- S : *Nggak enak bu kelompoknya. Sapto cowok sendirian. Pa lagi sering disuruh-suruh sama mak lampir ngerjain ini itu. Padahal*

kalo gak disuruh kan Sapto kerjain. Jadi gak nyaman Miss.
 (I did not enjoy with the group. I am the only boy. Moreover
 Mak Lampir always ordered me to do this and that. Whereas,
 I will do it without be ordered. I felt uncomfortable Miss.)

R : *Lho koq Mak Lampir, emangnya siapa?*
 (Mak Lampir! Who is she?)

S : *Itu lho Bu, yang tadi duduk di pojok sebelah kanan.*
 (She is a girl who was sitting on the right corner.)

R : *Owh, kira-kira menurut Sapto, Sapto pengen kelompoknya seperti apa?*
 (Mhmm, what do you think about the group? What kinds of
 group do you like?)

S : *Yang isinya cowok semua Miss, kita kan jadi bisa ngerjain bareng-bareng.*
 (The group that consists of boys, we can do it together.)

(Interview, R and S)

In the second meeting of cycle 2, before the students sat based on the group, the researcher reminded them that they should do cooperatively in their group. It could be seen on the field note below.

“Setelah membahas pelajaran pertemuan yang lalu. Kini saatnya untuk menyelesaikan tasks yang masih ada. Sebelum Ss duduk berkelompok berdasarkan pembagian kelompok seperti pertemuan yang lalu, peneliti mengingatkan pada Ss untuk tetap komPak mengerjakan dalam kelompok masing-masing walaupun ada beberapa dari Ss yang tidak cocok dengan pembagian kelompoknya. Ss pun menyetujuinya.”

(“After reminding the lesson in the previous meeting, it is time to them to finish the rest of the tasks. Before the Ss sat in their groups based on the grouping in the previous meeting, the R reminded to them always be united in their groups in doing the tasks together, although there were some Ss who were not compatible with their groups. Then, the Ss agreed it.”)

(Field note)

In the end of the class, the researcher also asked the students’ opinion about the grouping in the third meeting and the fourth meeting. She asked whether they liked or disliked their groups. Some students nodded and others did shake their head. When the teacher asked “why did they like and why did they dislike”,

they were just silent. The researcher then took some papers and cut them into some small sheets. She distributed them to all the students. She asked them to write whatever in their group and what kinds of group they want. She waited for them until the bell rang.

After the class was over, the researcher then met the English teacher. She told about the problems that happened of grouping in the first and the second meeting in the cycle 2. It could be seen in the interview below.

R : *Dari yang group work saja dulu Pak. Di cycle ini saya bagi kelompok secara acak. Tiap kelompok terdiri dari siswa laki-laki dan perempuan. Setelah saya liat-liat di kelas dan saya tanya beberapa siswa yang ternyata ada diantara mereka tidak cocok dengan kelompoknya. Tentang pengelompokkan siswa apa tanggapan Pak Azam setelah Pak Azam survey proses pelajaran siswa hari ini dan kemaren?*

(About the group work first. In this cycle I grouping the students randomly. Every group consisted of boy(s) and girl(s). After I had observed it in the class and I asked to some students there were some students who were not suitable with their groups. What do you think about the grouping after you survey the students learning process in today and yesterday?

ET: *Saya liat kemaren memang ada kelompok yang tidak kompak. Seperti Agus dan Andri yang duduk sebangku. Walaupun mereka beda kelompok, mereka tetap aja ngobrol tanpa menghiraukan temennya yang sedang mengerjakan tasks.*

(I saw there were some groups which were not united yesterday. Agus and Andri were seatmates. Although they were in different group, they still chatted without racking of their friends in their groups who were doing tasks.

R : *Sebenarnya ada lagi Pak, siswa yang tidak cocok dengan kelompoknya. Riana merasa mengerjakan sendiri, kedua teman laki-lakinya hanya membantunya sedikit. Sedangkan Sapto merasa sering diperintah-perintah oleh Kurdiyati.*

(Actually there were some students who were not suitable with their groups. Riana felt that she always did the tasks by herself, their friends only helped her little. Whereas

Sapto felt that he was often ordered by Kurdiyati.)

ET: *Oiya Miss, kalau pas pertemuan tadi sekilas saya lewat depan kelas. Anak-anak sepertinya ngerjain semua dan terlihat agak kompak.*

(When I passed the class in this meeting, I saw the students looked united with their groups.)

R : *Sebenarnya sebelum mulai mengerjakan tasks bersama, saya mengingatkan pada mereka untuk mengerjakan komPak dengan kelompoknya meskipun mereka tidak merasa cocok dengan kelompoknya. Sebelum pulang saya minta pendapat juga dari siswa di kelas tentang suka atau tidak sukanya mereka tentang pengelompokkan baru. Karena tidak ada yang mau berkomentar, maka saya minta mereka untuk menuliskannya di kertas.*

(Actually, before they began to do their tasks together, I reminded them to do them cooperatively although they did not feel like with their groups. Before going home, I asked their opinion about like and dislike the new grouping. Because there were not giving opinion, so I asked them to write it on the paper.

ET: *Trus gimana Miss pendapat mereka?*

(Then, what about their opinion?)

R : *Kesimpulannya mereka ingin berkelompok terserah dengan pilihan mereka. Ada juga yang hanya ingin berkelompok dengan sesama teman laki-laki atau perempuan saja.*

Oiya Pak azam, bagaimana kalau pertemuan selanjutnya pengelompokkan siswa mengikuti keinginan mereka.

(The conclusion is they want to make group up to their choice. There were students who want to join a group who consists of boys or girls.

How if the grouping in the next meeting will be implemented based on their choice.

ET: *Gapapa Miss, manut.*

Nanti kan bisa diliat perkembangan belajar mereka.

(It is ok, Miss. Let's see their improvement on their study).

(Interview, S and ET)

e) Discussing the answer

Discussing the answer was the action that was conducted in the cycle 1

and also in the cycle 2. Because this action was successful in the cycle 1, so the

researcher conducted it again in the cycle 2. The researcher implemented this activity to see the cooperation of the students in joining the class. In this cycle, the researcher gave them the tasks more difficult than in the previous cycle. The researcher also gave more attention to the groups when they were doing the tasks. The researcher walked around the class and monitored to every group. The researcher also warned some students who were chatting with their friends. While monitoring the class, the researcher also helped some groups who had difficulties in doing the tasks. Then, the researcher gave guidance to them in comprehending the text and the tasks by asking them about what is the meaning sense of this sentence or question. The researcher corrected it if they made a mistake.

In the second meeting of this cycle, the students were more cooperative in joining the class. In the beginning of the lesson, the researcher reminded them to be more active in their groups. The researcher also monitored the students' activity during the learning process in the class. She helped and made know them if they did a mistake in their work. There was one group which had finished their work early. The researcher asked them to wait for other groups and correct again their answers. The activity of discussing the answer was done not only when the students did the tasks, but also after they finished them. When discussing the answer together with all the groups and the teacher, there were some groups were enthusiastically in showing and reading their answer. Although there were some of their answers were wrong, they still tried to answer other questions. This situation could be seen in the following interviews below.

- R : *Tadi soalnya gampang atau mudah?*
(How about the questions just now, were they easy or difficult?)
- S : *Agak susah sih.*
(Little bit difficult.)
- R : *Trus pas ngerjain bisa gak?*
(Can you do the tasks?)
- S : *Bisa dikit Miss, tadi karena kerja bareng-bareng jadi cepet selesai.*
(Yes, I could a little, because of doing the tasks together so we could finish the tasks faster.)
- R : *Pas ngoreksi jawaban bareng-bareng, jawaban tasks-nya di kelompok Ayu banyak yang bener gak?*
(When discussing the answer together, were the answers in your groups correct?)
- S : *So pasti iya, kan ada Amka pinter bahasa Inggris.*
(Yes, sure because there was Amka. He is clever in English.)

(Interview, R and S)

- R : *Tadi Miss liat Arman semangat banget jawab pertanyaan.*
(I saw Arman in the class was so enthusiasm in answering the questions.)
- S1 : *Iya Miss, hehehe.*
(Yes, Miss. Hehehe)
- S2 : *Padahal tadi jawaban Arman ada tiga yang salah lho Miss.*
(But actually in case he made three wrong answers, Miss.)
- R : *mhmmm iya sih, tapi gapapa kok malah bagus dia udah berani membacakan jawabannya. Tadi Ibu juga liat dia tetep semangat jawabnya walaupun ada beberapa yang salah. Tapi selanjutnya jawabannya banyak yang betul.*
(Mhmmm, yes actually. But, it was good instead. He was brave to read his answer. I also saw he was very enthusiastic in answering the questions although there were some were wrong. In the next, he made many correct answers.)

(Interview, R and S)

c. Reflection

Similar to the first cycle, after implementing the action plans in cycle II, the research members held a discussion. In that meeting, they analyzed the data from the observation and interviews to assess the actions that had been carried

out. All the members voiced their opinions, feelings, and suggestions related to the implemented actions. The following are the results of the reflection.

1) Selecting and implementing some Cooperative Integrated Reading and Composition (CIRC) activities

a) Reading aloud

The researcher conducted reading aloud in implementing CIRC in this cycle. The students were expected to read aloud in order that they could read the text with correct pronunciation. It also was expected the students have motivation in reading. They could comprehend the text word by word by listening and reading. They could also respond to their friend's reading when he or she did mistakes. So, in this action they could not only gave feedback but also decode the text automatically.

b) Story-related activities

This activity was successful to motivate the students in understanding more the text. The teacher asked some questions to them and they should look for the answer on the text about the characters, setting, problems, etc. If they had not understood the questions from the teacher, she wrote the difficult words on the whiteboard and they should look for the meaning. After they caught the meaning, the teacher repeated the question and they could answer it. It helped them more in comprehending the content of the text.

c) Word meaning

This action was implemented again in this cycle because it was successful in the previous cycle. This action was effective to increase the students'

motivation in joining the reading learning process. They had to look up the unfamiliar words on the dictionary but they should find the present form of verb before. In the first cycle there were just some dictionaries on them and it made some students not active in their group. So, the teacher asked them to bring the dictionary to the class. She also prepared some dictionaries borrowed from the library for those who did not bring it from home.

After the students got the meaning of unfamiliar words, they should also write them on their notebook that only contained the difficult words that they got. In this cycle, they also learn more about the differentiation between present and past form of verb.

2) Regrouping the group work

This action expected the students to be not bored with the grouping in the previous meeting. But actually it was not fully successful. The teacher divided them into some groups randomly. When they got the groups, some of them did not match with one other. All groups consisted of boys and girls. It can be two-boys one girl or one boy-two girls. The one girl or one boy felt they were alone in their groups. After the teacher asked them about the grouping, most the students wanted to have a group based on their choice.

3) Discussing the answer

In this cycle, the researcher began the discussion in comprehending the text. They were enthusiastic in doing this action, because the tasks were more difficult, the discussion looked more effective. While the teacher was walking around the class to see the students' work in groups, some of them also asked to

her about what was the purpose of this question whether the answers were correct or not.

The teacher reminded them to do the tasks cooperatively. When the students were discussing the answer of the tasks, there was a student who was enthusiastic in answering the answer by raising his hand first although some his answers were not correct but he still tried to answer it.

D. Report of Cycle III

a. Planning

Based on the reflection of Cycle 2, it was found that the implementation of applying group work was still not successful to make students join the reading learning process. It was found that some of students in a group did not get along with one another. To solve this problem, the researcher would change the grouping based on the students' choice in order that they could work more cooperatively. The researcher along with also planned a new activity such as writing production that was expected the students not only comprehend the text but also they could write what they got. It was also one of activities of CIRC.

b. Action and Observation

The implementation of the actions was on Tuesday, May 9th 2011 and Thursday, May 11th 2011. The focus of the actions in cycle 3 was to improve the reading learning process. To gain the process and outcome validity, the research members did some actions maximally to obtain the best result. They also observed the reading learning process and having discussion to solve the problems at the class. The complete description of the report is presented below.

1) Selecting and implementing some Cooperative Integrated Reading and Composition (CIRC) activities

a) Story retelling

To know how far the students comprehend the content of the text given, this action was carried out. This action was expected that they could summarize the text what they had read. They did this action in the task 2. Some guided writings were available. Before the teacher asked them to write, she invited them to comprehend more about the story. She asked about the character, setting, etc then asked again what actually the story about. After that they began to write. She surveyed the students' work by walking around the class. There were some students asked about how to write the story. She asked them again what was the mainly the story about. They told it in *Bahasa Indonesia*. This situation could be seen on the field note below.

“Ketika R sedang berkeliling kelas memperhatikan pekerjaan tulisan mereka, beberapa mereka masih ada yang bertanya tentang bagaimana cara menulisnya. R bertanya balik tentang isi cerita tersebut. Mereka pun menceritakannya dalam bahasa Indonesia. Kemudian R meminta mereka untuk mencoba menuliskannya dengan bahasa inggris. R juga mengingatkan jangan lupa untuk menggunakan verb past form. Semua group mengerjakan dengan serius ada yang hanya menambah lima kalimat, ada yang tujuh kalimat dan ada yang lebih. Setelah selesai, peneliti meminta mereka untuk menuliskannya di white board yang tersedia. Dua whiteboard lebar dibagi menjadi lima kolom sesuai dengan jumlah kelompok. Boardmarker pun juga sediakan. Masing-masing perwakilan dari tiap kelompok menuliskannya di depan. Setelah mereka selesai menulis, R bersama semua siswa membahas hasil tulisan mereka. R membaca kalimat satu persatu. Setiap kalimat R menanyakan kepada mereka aPakah kalamatnya benar atau tidak. Karena sebagian besar dari mereka sudah paham dengan isi bacaannya maka mereka pun bisa memutuskan kalimat itu benar atau salah dalam segi isi dan walaupun dalam stuktur kalimat masih ada yang salah.

(When the R was walking around the class giving pay attention to their writing production, some of them still asked her about how to write. She asked them back about the content of the story. They told it in *Bahasa Indonesia*. Then, she asked them to try to rewrite it in English. She also reminded them do not forget to use verb past form. All the groups did seriously. Some of them added only five sentences, seven sentences and the others were more.

After finishing, the R asked them to rewrite on the whiteboard. Two large whiteboards were divided into five columns based on the amount of the groups. Board markers were also given. Every delegation of each group wrote the answer in the front of the class. After they finished writing, the R along with the Ss read and discussed it together. She read it one sentence by sentence. She asked them whether the sentence was correct or not, because almost them had known the content of the text. So, they could decide it was correct or not depending on the content, although they were still wrong in structure.)

(Field Note)

The English teacher said that this activity had a good benefit for the students. They did not only comprehend the text in reading but also they should know how to rewrite it by summarizing the text although it took much times.

ET: *Kegiatan story retell pertemuan kemaren lumayan kok Miss. Anak-anak jadi bisa belajar menulis sedikit-sedikit.*
(The activity of story retell yesterday was reasonable. The students could learn writing little by little.)

R : *Walaupun memerlukan waktu yang sangat lama?*
(Although it took much time?)

ET: *Gak masalah kok Miss, itu sudah lumayan sesuai dengan kemampuan anak-anak disini.*
(It is ok. It was good based on their ability.)

(Interview, R and ET)

b) Word meaning

The students had one dictionary on them. So, it made easy to find the meaning of unfamiliar words without borrowing from their group members. After reading aloud the text, the researcher asked them to find unfamiliar words minimal ten words. She did not give some difficult words like the previous

meeting. It was intended that they had awareness in looking for the meaning of unfamiliar words by themselves.

After they got the words and the meaning, every group came to the front of the class and wrote the words and the meaning on the whiteboard. The whiteboard had been divided into five columns and they got one board marker on them. Some of them wrote the same words but had the different meaning. Then, the researcher chose the meaning which correct and suitable depended on the text.

2) Regrouping the group work

In the previous cycle, grouping the students to work cooperatively had not successful yet. So, in this cycle the researcher tried to regroup them based on their choice. They were allowed to choose their friends in group of three. The girls were so enthusiastic in choosing their groups. on the other hand, the boys chose their friends based on the seat. Friends who sat near with him will be their group members. This situation could be seen in the interview below.

R : *Dina dan teman-teman suka dengan pengelompokkan yang baru?*

(Did Dina and friends like with the new grouping?)

S : *Suka banget Miss. Soalnya kita kan bisa milih sendiri. Ngerjainnya jadi enjoy gitu.*

(Yes, I liked it. Because we could choose it by ourselves and we enjoyed in doing the tasks.)

(Interview, R and S)

R : *Agus tadi kelompoknya bareng siapa?*

(With whom did Agus join the group?)

S : *Bareng Amka sama Andri Miss.*

(With Amka and Andri, Miss.)

R : *Kenapa kok gak sama yang lain?*

(Why don't you join with others?)

S : *Soalnya cari yang duduknya deketan. Biar gak ribet pindah-pindah duduk lagi.*

(Because I chose friends who sat near with me. So, I did

not need to move.)

(Interview, R and S)

The English teacher gave comment that this regrouping looked more optimal than before. They also could join reading learning process cooperatively with their groups.

ET : *Kali ini pengelompokkannya udah sukses lagi Miss. Anak-anak kelihatan bersemangat lagi seperti pertemuan pertama dulu.*

(Regrouping the group work had been successful again in this time. They looked enthusiastic like in the first meeting before.)

R : *Iya, Pak. Syukurlah. Dan sepertinya dari pengelompokkan yang cocok, mereka juga terlihat enjoy dengan mengerjakan taks-taksnya bersama teman-teman kelompoknya . Padahal kali ini level tasknya agak lebih sulit.*

(Yes, sir. Because they matched with their group, so they looked enjoy in doing the tasks. Whereas, the level of the tasks was more little difficult).

(Interview, R and ET)

3) Maximizing the discussion

Because the action of regrouping the students was successful, the action of discussion looked more optimal. When the researcher monitored the students work, some of them did the tasks cooperatively although some of them asked her about the tasks.

The second meeting was about making sentences based on the sequence pictures that given, they also looked so serious. They had different interpretation about them. Some students asked the researcher whether their interpretation of the pictures was correct or not. After the researcher gave comments to them, they tried to write them in English. She also reminded them to read back what they

wrote after they had done the tasks. It took more than half an hour. After they finished it, every group should read the answer from the first picture. When it was read by one group, the others should be silent and listen to him/her. They could decide whether the sentence/story was correct or not based on the pictures. This session took much time too, but it looked optimal. They could actively join the reading learning process and understanding the story not only from reading the text but also from interpreting the pictures.

c. Reflection

1) Selecting and implementing some Cooperative Integrated Reading and Composition (CIRC) activities

a) Story retell

In this action, the students tried to write what they had comprehended from the text. They did it well, although it took much time. They could summarize the story in some sentences. This action was successful to measure that whether had understood about the story or not. This action was conducted because the improving of reading learning process of his study was cooperative integrated reading and composition (CIRC). Besides learning reading from reading, it should be continued with writing. That is why this technique could be implemented optimally.

b) Word meaning

The students looked for all the unfamiliar words and looked up the meaning from dictionary by themselves. It gave them the awareness in learning English especially in the reading learning process. This action also was expected

that the students did not wait again for the explaining the meaning of unfamiliar words from the teacher on the next time. Now, the students also had desire that their group should be the best than the others. It motivated them more. They wrote many unfamiliar words and their meaning appropriately.

2) Regrouping the group work

In choosing the group members, in fact the students also should be involved. If they were compatible with their group, they did the tasks more optimal and cooperatively. They chose their friends with the same gender and others chose based on the nearest seat.

3) Maximizing the discussion

This action was successful because the action of regrouping group work was successful too. They did the tasks cooperatively. The tasks in this cycle were more difficult than before. So, they did them seriously. It needed much time for them to share their idea in writing some sentences related to the pictures in the last task. They could also finish it and decide whether their groups' writing was correct or not.

E. General Finding

The actions of this research were implemented in three cycles. From the reflection in each cycle, there were some findings that can be concluded. They are:

1. Grouping of group work was effective to give the students more opportunities to interact with their friends and join the reading learning process optimally. In the first meeting in Cycle 1, this action was successful, but it was not in the

second meeting. It was implemented again in cycle 2 with different grouping system. The members of the group were chosen randomly. However it was unsuccessful. So, it was changed and chose again in Cycle 3, and finally it was successful. The solution was the students decided their group members by themselves.

2. Discussing the answer gave many advantages in helping the students in joining the reading learning process optimally. They could express their ideas, opinions, and comments in their group to finish the tasks.
3. Partner reading was not successful. Some of the students ignored this action.
4. Reading aloud was a solution for action of partner reading. It was successful. The students paid much attention in that action. Before they repeated reading the text, they should listen to what the teacher said in order that they did not make mistakes in their reading.
5. To overcome one of the urgent problems about the difficulty of understanding the meaning of the words, the action of word meaning was implemented. The students should have dictionary on them. It helped them in having an awareness to find out the unfamiliar words they got by themselves.
6. Story related activities could help them in comprehending the text. They learned the text in details, such as character, setting, problem, attempted solution, and final solution.
7. To know how far the students comprehended the text, the story retelling activity was implemented. After they knew the content of the text, they tried to summarize it. Writing production is one of the principles of the method

Cooperative Integrated Reading and Composition (CIRC) beside the students got improvement their reading learning process by comprehending the content of the text.

The following are the changes happening in the reading learning process, from the pre-action condition, cycle I, cycle II, until cycle III.

Table 1. The Changes Before and After the Actions.

Before the actions were carried out	Cycle I	Cycle II	Cycle III
The students had difficulties in understanding the text.	Some students ignored to do reading partner with their seatmate.	The students paid much attention in reading aloud. They did not do many mistakes in their reading. They also began understand about the content of the text.	The students' understanding of the text could be measured in the activity of story retelling. They could summarize what they read. They also did cooperatively with their group mates.
Many of the students found difficulties in answering reading tasks individually	The students were divided into some groups in order that they did the tasks together. In the first meeting they did it well,	Regrouping the students into some groups randomly was conducted. Some of them did not match with their group mates.	The students chose their own group mates. It made them more looked active and enthusiastic in discussing and sharing ideas to

	but it was different from the second meeting. They did not do cooperatively. In other, they liked doing the tasks together in groups.		accomplish the tasks.
The students found difficulties in understanding the meaning of the words.	The students found out the meaning of unfamiliar words by themselves in groups. They also could share their jobs of looking up the unfamiliar on the dictionary, although there were only two dictionaries in one group.	The students brought dictionaries. It eased them to find out the unfamiliar words quickly in their groups.	The students began to be accustomed to find out the meaning of unfamiliar words by themselves.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussion in Chapter IV show that the students' involvement in reading learning process at eighth grade of MTs Wahid Hasyim Condong Catur Depok Sleman improved after implementation of using CIRC (Cooperative Integrated Reading and Composition) method, applying group work and conducting discussion.

The researcher found that the actions: (1) the students were interested and motivated in reading learning process, (2) the students were actively involved in joining the reading learning process, (3) the students accomplished the tasks easily, (4) the students enjoyed learning in groups. Generally, the actions ran well and had positive results. Both the students and the teacher gave positive responses to the actions. Therefore, the conclusions concerning the results of the research are as follows:

1. Using the CIRC technique

The implementation some CIRC activities such as reading aloud, story related activities, word meaning, and story retell improved the students' involvement. The students were also enthusiastic joining reading learning activity. They could accomplish the tasks by comprehending the text well.

2. Applying group work

The students were more motivated and interested to follow the reading learning process by applying group work. They did not feel difficult anymore in doing tasks individually, because they accomplished them along with their friends in group.

3. Conducting discussion

The students were more actively involved in the reading learning process by conducting discussion. The students enthusiastically joined the teaching learning process. It made it easier for them to finish the tasks given. They could share their opinion and ideas with their group mates. It also made the teacher closer to the students in the teaching learning process.

B. Implications

Based on the research findings, it was found that after the implementation of the actions, there were some changes and improvement on the eighth grade students of MTs Wahid Hasyim, Sleman. They became motivated in learning English, actively involved in joining the reading learning process, felt easier to accomplish the tasks and felt enjoy learning in groups. It implies that the teachers can apply the technique of CIRC in their teaching since this technique give more benefits in learning process.

Relating to the successfulness of this research, there are some implications for the reading learning process for secondary language learning:

1. Implement the use of dictionary

For beginner of English learners, it is important for them to be introduced how to use dictionary. It is not good for them to just wait the meaning of difficult words from their teacher. It needs the awareness from the students themselves in learning English, especially in getting meaning new vocabularies. So, teachers should encourage the students to open dictionary. It will make them accustomed to find out the unfamiliar words by themselves, so they can master many vocabularies and at last get improvement in understanding texts by themselves easily.

2. Memorize new words

After getting the meaning of new words, the students should memorize them. Sometimes, the students will ignore it but the teachers must force them words without compulsion.

3. Reading aloud is needed

The target of learning reading is the students can understand the texts or written forms. Sometimes it is only achieved by skimming and scanning the texts (silent reading). For the beginner both silent reading and reading aloud is important. It can motivate and give the students more understanding about how to pronounce the words and reading with good intonation. As a result, the students will be accustomed to reading with good pronunciation and intonation.

4. Apply group work

Teachers should understand the characteristics of their students. There are some students who are easy to understand the materials, but some others are not.

Consequently, there are some students who accomplish the tasks easily and others do not. For the students who have low ability in English, they will get difficulties in doing the tasks by themselves. So, to reduce the difficulties, applying group work can be implemented to be the solution. The students will work cooperatively with their friends in their group. It can motivate them since the students will help each other in the teaching learning process.

5. Invite students to conduct discussion

When doing work in group, it will be more effective to conduct discussion as a follow-up activity. It will be done in the form of sharing ideas, opinions or any comments among the students in each group. In conducting discussion, the teachers must observe the students' progress and difficulties by helping them in guiding and giving the solution in their problems. So, there will be good interactions between student-student, student-teacher, and teacher-students.

C. Suggestions

Based on the conclusions and the implications above, some suggestions will be directed toward the English teacher and other researchers.

1. For English teacher

The English teacher needs to apply cooperative learning, especially CIRC because it can improve students in joining actively in teaching learning process, especially in reading learning process. Moreover, he also needs to make groups for the students and conduct discussion to make the students interested in the reading learning process. Furthermore, he also needs to pay more attention to his

students to make them enjoy and feel comfortable during the reading learning process.

2. For other researchers

The researchers who will conduct similar research should have better preparation before conducting the research. Moreover, they must have much knowledge of their research study.

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APPENDIX

1

COURSE GRID

COURSE GRID

Standard Competence:

11. Expressing meaning in very simple short functional texts and essays in forms of recount and narrative to interact with the closest environment.

Basic Competence:

11.1 Responding the meaning and rhetorical steps of simple short essays in forms of narrative accurately, fluently, and acceptably related to the closest environment.

Cycle 1	Learning Materials	Learning Activities	Indicators	Source	Assessment	Media
1 st -2 nd meeting	<p>Tex : Narrative Topic : Legend</p> <ul style="list-style-type: none"> Social function <ul style="list-style-type: none"> ➢ To entertain or amuse the readers. Generic structure <ul style="list-style-type: none"> ➢ Orientation (beginning or introduction): introduces main characters, setting and time. ➢ Complication (middle): the problem happens among the characters. ➢ Resolution (ending): the problem is resolved. Grammar <ul style="list-style-type: none"> ➢ Use of adverbs, such as: long time ago, once upon time, etc (usually at the beginning). 	<p>Meeting 1 Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> Each student is given a hand out of narrative text and they must read it silently. <p>Activity 2</p> <ul style="list-style-type: none"> Then, some students are asked to read narrative text loudly, and the teacher corrects their mistakes in pronunciation. <p>Activity 3</p> <ul style="list-style-type: none"> After that, the students are asked to read the narrative text one by one and then to correct their seatmate's work. 	<ul style="list-style-type: none"> Students are able to comprehend the text meaning in the narrative text. Students are able to identify the specific information in the narrative text. Students are able to look up the meaning of unfamiliar words in the dictionary. Students are able to match the words with the meaning on the box that has been given. 	<ul style="list-style-type: none"> Muakhir, Ali. 2007. <i>Umbut Muda</i>. Jakarta: PT Serambi Ilmu Semesta Widodo, Edy. - . <i>Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs</i>. Klaten: CV. Gema Nusa Echols, John M., Hassan Shadily. 1996. <i>Kamus Inggris-Indonesia</i>. New York: Cornell University Press 	<p>a.) Technique : • Reading test (Reading Comprehension)</p> <p>b.) Instruments:</p> <ul style="list-style-type: none"> Multiple choice questions. True-false questions. Jumbled paragraph. Matching stories with pictures. 	<p>White board Board marker Handout Worksheet Pictures</p>

	<ul style="list-style-type: none"> ➤ Use of past tense, such as: left, recognized, punished, etc. • Vocabulary <ul style="list-style-type: none"> - overseas (n) - restrain (v1) - left (v2) - recognized (v2) - merchant (v2) - admit (v1) - curse (v1) - wrecked (v2) - punished (v2) - turned into (v2) • The content of the text <ul style="list-style-type: none"> ➤ A story of Malin Kundang and Ubut Muda. 	<p>Activity 4</p> <ul style="list-style-type: none"> • The students are asked to mention the difficult words from the text. <p>Activity 5</p> <ul style="list-style-type: none"> • The students are divided into some groups consist of three students and are asked to sit based on their groups. <p>Activity 6</p> <ul style="list-style-type: none"> • Every group is given a worksheet. <p>Activity 7</p> <ul style="list-style-type: none"> • The first task, the students are asked to look up the meaning of difficult words on the dictionary with their groups and they write the answer on the answer sheet. <p>Activity 8</p> <ul style="list-style-type: none"> • After finishing doing task 1, every group presents their result of the answer and it is discussed by all the groups. <p>Activity 9</p> <ul style="list-style-type: none"> • The second task, the students answer the questions of multiple choices based on the text with their group mates. <p>Activity 10</p> <ul style="list-style-type: none"> • After finishing doing task 2, every group presents their result of their answer and it is discussed by the 	<ul style="list-style-type: none"> • Students are able to arrange jumbled sentences into a good story. • Students are able to match the story with the pictures. 	<ul style="list-style-type: none"> • Internet http://ceritarakyat.50webs.com 		
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		<p>entire of the groups.</p> <p>Activity 11</p> <ul style="list-style-type: none"> • The third task, the students are asked to answer the true-false questions based on the text with their group mates. <p>Activity 12</p> <ul style="list-style-type: none"> • After finishing doing task 3, every group presents their result of their answer and it is discussed by all the groups. <p>Activity 13</p> <ul style="list-style-type: none"> • After that, every group concludes and retells the content of the story. <p>Activity 14</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. <p>Activity 15</p> <ul style="list-style-type: none"> • The last, every group pronounces the difficult words alternately and it is guided by the teacher. 				
		<p>Meeting 2</p> <p>Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> • The students sit down based on the 				

		<p>groups and are asked to do the next activity.</p> <p>Activity 2</p> <ul style="list-style-type: none"> • The fourth task, the students must arrange jumbled sentences. The students are asked to arrange the jumbled sentences into a good paragraph story with their groups. <p>Activity 3</p> <ul style="list-style-type: none"> • After doing the task 4, every group presents their work and discusses it with the entire of the groups. <p>Activity 4</p> <ul style="list-style-type: none"> • The fifth task, the students answer the questions of picture story. The students are asked to match some sentences to the pictures. <p>Activity 5</p> <ul style="list-style-type: none"> • Every group presents their result of their answer and it is discussed by all the groups. <p>Activity 6</p> <ul style="list-style-type: none"> • After that, every group makes a conclusion and retells the content of the story. <p>Activity 7</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. 				
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		<p>Activity 8</p> <ul style="list-style-type: none"> The last, every group pronounces the difficult words alternately and it is guided by the teacher. 				
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Standard Competence:

11. Expressing meaning in very simple short functional texts and essays in forms of recount and narrative to interact with the closest environment.

Basic Competence:

11.1 Responding the meaning and rhetorical steps of simple short essays in forms of narrative accurately, fluently, and acceptably related to the closest environment.

Cycle 2	Learning Materials	Learning Activities	Indicators	Source	Assessment	Media
3 rd -4 th meeting	<p>Tex : Narrative Topic : Legend</p> <ul style="list-style-type: none"> Social function <ul style="list-style-type: none"> ➢ To entertain or amuse the readers. Generic structure <ul style="list-style-type: none"> ➢ Orientation (beginning or introduction): introduces main characters, setting and time. ➢ Complication (middle): the problem happens among the characters. ➢ Resolution (ending): the problem is resolved. Grammar <ul style="list-style-type: none"> ➢ Use of adverbs, such as: long time ago, once upon time, etc (usually at the beginning). ➢ Use of past tense, such as: went, engaged, found, saw, etc. Vocabulary <ul style="list-style-type: none"> - princess (n) 	<p>Meeting 1</p> <p>Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> Every student is given a narrative text and read it silently. <p>Activity 2</p> <ul style="list-style-type: none"> Then, the students repeat reading the text loudly after the teacher, and teacher corrects their mistakes in pronunciation. <p>Activity 3</p> <ul style="list-style-type: none"> After that, some students are asked to read narrative text loudly, and the researcher corrects their mistakes in pronunciation. <p>Activity 4</p> <ul style="list-style-type: none"> The students answer some questions from the researcher based on the text that has been read. 	<ul style="list-style-type: none"> The students are able to comprehend the text meaning in the narrative text. The students are able to identify the specific information in the narrative text. The students are able to find out the difficult words from the text. The students are able to look up the meaning of unfamiliar words in the dictionary. The students are able to match the words with the meaning on the box that has been given. 	<ul style="list-style-type: none"> Muakhir, Ali. 2007. <i>Purbasari yang Baik Hati (Kisah Lutung kasarung)</i>. Jakarta: PT Serambi Ilmu Semesta Muakhir, Ali. 2007. <i>Keong Emas yang Lembut hati The Good-Hearted Golden Snail</i>. Jakarta: PT Serambi Ilmu Semesta Widodo, Edy. - . <i>Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs</i>. Klaten: CV. Gema Nusa 	<p>a.) Technique :</p> <ul style="list-style-type: none"> Reading test (Reading Comprehension) <p>b.) Instruments:</p> <ul style="list-style-type: none"> Matching words with their meaning. Changing past form of verb into present form. Answer questions based in the text. Completing the text with appropriate words. Matching pictures with appropriate pictures. 	<p>White board Board marker Handout Worksheet Pictures</p>

	<ul style="list-style-type: none"> - kingdom (n) - stepsister (n) - witch (n) - spell (n) - hut (n) - daughter (n) - wave (n) - kind (adj) - jealous (adj) - engaged (v₂) - went (v₂) - ordered (v₂) - drifted (v₂) - found (v₂) - saw (v₂) - took (v₂) - met (v₂) - married (v₂) • The content of the text <ul style="list-style-type: none"> ➢ A story of The Good Hearted golden Snail and The Good Hearted Purbasari. 	<p>Activity 5</p> <ul style="list-style-type: none"> • The students are asked to mention difficult words from the text. <p>Activity 6</p> <ul style="list-style-type: none"> • The students are divided into some groups consisting of three students and are asked to sit down based on their groups. <p>Activity 7</p> <ul style="list-style-type: none"> • Every group is given worksheet. <p>Activity 8</p> <ul style="list-style-type: none"> • The first task, the students are asked to find out the meaning of difficult words on the dictionary with their groups and the students write the answer on the answer sheet. <p>Activity 9</p> <ul style="list-style-type: none"> • After finishing doing task 1, every group presents their work and it is discussed by all the groups. <p>Activity 10</p> <ul style="list-style-type: none"> • The second task, the students answer the questions based on the text given with their group mates. <p>Activity 11</p> <ul style="list-style-type: none"> • After finishing doing task 2, every group presents their work and it is discussed by all the groups. 	<ul style="list-style-type: none"> • The students are able to change the past form of verb into present form. • The students are able to complete the text with the words in the box that has been given. • The students are able to complete the story with the appropriate words. • The students are able to match the story with the pictures. 	<ul style="list-style-type: none"> • Echols, John M., Hassan Shadily. 1996. <i>Kamus Inggris-Indonesia</i>. New York: Cornell University Press 		
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		<p>Activity 12</p> <ul style="list-style-type: none"> • After that, every group concludes and retells the content of the story. <p>Activity 13</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. <p>Activity 14</p> <ul style="list-style-type: none"> • The last, every group pronounces the difficult words alternately and it is guided by the teacher. 				
		<p>Meeting 2</p> <p>Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> • The students sit down based on their groups and are asked to do the next task. <p>Activity 2</p> <ul style="list-style-type: none"> • The third task, the students answer the questions of gaps paragraph. The students are asked to complete the paragraph with the words in the box into a good summarizing story. <p>Activity 3</p> <ul style="list-style-type: none"> • After finishing doing the task 3, every group presents the result of their answer and it is discussed by all the groups. 				

		<p>Activity 4</p> <ul style="list-style-type: none"> • The fourth task, the students answer the questions about pictures story. The students are asked to match some words with the sentences. Then, the students match again the sentences with the pictures in order to make a good story. <p>Activity 5</p> <ul style="list-style-type: none"> • After finishing doing the task 4, every group presents the result of their answer and it is discussed by all the groups. <p>Activity 6</p> <ul style="list-style-type: none"> • After that, every group makes a conclusion and retells the content of the story. <p>Activity 7</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. <p>Activity 8</p> <ul style="list-style-type: none"> • The last, every group pronounces the difficult words alternately and it is guided by the teacher. 				
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Standard Competence:

11. Expressing meaning in very simple short functional texts and essays in forms of recount and narrative to interact with the closest environment.

Basic Competence:

11.1 Responding the meaning and rhetorical steps of simple short essays in forms of narrative accurately, fluently, and acceptably related to the closest environment.

Cycle 3	Learning Materials	Learning Activities	Indicators	Source	Assessment	Media
4 th -5 th meeting	<p>Tex : Narrative Topic : Legend</p> <ul style="list-style-type: none"> Social function <ul style="list-style-type: none"> ➢ To entertain or amuse the readers. Generic structure <ul style="list-style-type: none"> ➢ Orientation (beginning or introduction): introduces main characters, setting and time. ➢ Complication (middle): the problem happens among the characters. ➢ Resolution (ending): the problem is resolved. Grammar <ul style="list-style-type: none"> ➢ Use of adverbs, such as: long time ago, once upon time, etc (usually at the beginning). ➢ Use of past tense, such as: surprised, wanted, split, etc. Vocabulary <ul style="list-style-type: none"> - diligent (adj) 	<p>Meeting 1</p> <p>Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> Every student is given a hand out narrative text and read it silently. <p>Activity 2</p> <ul style="list-style-type: none"> Then, the students repeat in reading narrative text loudly after the teacher, and the teacher corrects their mistakes in pronunciation. <p>Activity 3</p> <ul style="list-style-type: none"> After that, some students are asked to read narrative text loudly, and the researcher corrects their mistakes in pronunciation. <p>Activity 4</p> <ul style="list-style-type: none"> The students answer some questions from the teacher based on the text that has been read. 	<ul style="list-style-type: none"> The students are able to read text of with good intonation and expression. The students are able to understand the textual meaning in the narrative text. The students are able to identify the specific information in the narrative text. The students are able to find out the difficult words in the text. The students are able to look up the meaning of unfamiliar words in the dictionary. The students are 	<ul style="list-style-type: none"> Muakhir, Ali. 2007. <i>Balasan untuk Si Kikir</i>. Jakarta: PT Serambi Ilmu Semesta Widodo, Edy. - . <i>Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs</i>. Klaten: CV. Gema Nusa Echols, John M., Hassan Shadily. 1996. <i>Kamus Inggris-Indonesia</i>. New York: Cornell University Press Internet 	<p>a.) Technique :</p> <ul style="list-style-type: none"> Reading test (Reading Comprehension) <p>b.) Instruments:</p> <ul style="list-style-type: none"> Summarizing the text. Composing the story. 	<p>White board Board marker Handout Worksheet Pictures</p>

	<ul style="list-style-type: none"> - lazy (adj) - luckily (adv) - squash (n) - inside (prep) - content (n) - lost (v2) - ordered (v2) - surprised (v2) - wanted (v2) - split (v2) - happened (v2) • The content of the text <ul style="list-style-type: none"> ➢ A story of Bawang Merah and Bawang Putih and Si Kikir and Si Dermawan. 	<p>Activity 5</p> <ul style="list-style-type: none"> • The students are divided into some groups consisted of three students and are asked to sit down based on their groups. <p>Activity 6</p> <ul style="list-style-type: none"> • Every group is given worksheet. <p>Activity 7</p> <ul style="list-style-type: none"> • The first task, the students are asked to find the difficult words on the text. <p>Activity 8</p> <ul style="list-style-type: none"> • Then, the students look up the meaning of the difficult words on the dictionary with their group mates and write the answer on the answer sheet. <p>Activity 9</p> <ul style="list-style-type: none"> • After finishing doing task 1, every group presents the result of their answer and it is discussed by all the groups. <p>Activity 10</p> <ul style="list-style-type: none"> • The second task, the students answer the questions based on the text with their group mates. <p>Activity 11</p> <ul style="list-style-type: none"> • After finishing doing task 2, every group presents the result of their answer and it is discussed by all the 	<p>able to summarize the text.</p> <ul style="list-style-type: none"> • The students are able to compose the story based on the pictures given. 			
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		<p>groups.</p> <p>Activity 12</p> <ul style="list-style-type: none"> • After that, every group makes a conclusion and retells the content of the story. <p>Activity 13</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. <p>Activity 14</p> <ul style="list-style-type: none"> • The last, every group pronounces the difficult words alternately and it is guided by teacher. 				
		<p>Meeting 2</p> <p>Using Cooperative learning steps which is type of CIRC</p> <p>Activity 1</p> <ul style="list-style-type: none"> • The students sit down based on their groups and are asked to do the next activity. <p>Activity 2</p> <ul style="list-style-type: none"> • The third task, the students summarize the narrative story from the text that has been given by guiding some guide sentences. <p>Activity 3</p> <ul style="list-style-type: none"> • After finishing doing task 3, every group presents the result of their answer and it is discussed by all the 				

		<p>groups.</p> <p>Activity 4</p> <ul style="list-style-type: none"> • The fourth task, the students answer the picture story. The students are asked to compose the story based on the pictures by guiding some guide words with their group mates. <p>Activity 5</p> <ul style="list-style-type: none"> • After finishing doing task 4, every group presents the result of their answer and it is discussed by all the groups. <p>Activity 6</p> <ul style="list-style-type: none"> • After that, every group makes a conclusion and retells the content of the story. <p>Activity 7</p> <ul style="list-style-type: none"> • Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher. <p>Activity 8</p> <ul style="list-style-type: none"> • The last, every group pronounces the difficult words alternately and it is guided by the teacher. 				
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APPENDIX 2 LESSON PLAN

LESSON PLAN I

School	: MTs Wahid Hasyim
Subject	: English
Class/Semester	: VIII/2
Time Allocation	: 4 x 35 minutes (2 meetings)
Skill	: Reading

A. Standard Competence

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

B. Basic Competence

- 11.1 Responding to the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

C. Teaching Objectives

In the end of this course, students are expected to be able to respond to the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

D. Indicators

- Students are able to comprehend the text meaning in the narrative text.
- Students are able to identify the specific information in the narrative text.
- Students are able to look up the meaning of unfamiliar words in the dictionary.

- Students are able to match the words with the meaning on the box that has been given.
- Students are able to arrange jumbled sentences into a good story.
- Students are able to match the story with the pictures.

E. Teaching materials and Media

1. Teaching Materials

Text : Narrative

Topic : Legend

- Social function
 - To entertain or amuse the readers.
- Generic structure
 - Orientation (beginning or introduction): introduces main characters, setting and time.
 - Complication (middle): the problem happens among the characters.
 - Resolution (ending): the problem is resolved.
- Grammar
 - Use of adverbs, such as: long time ago, once upon a time, etc (usually at the beginning).
 - Use of past tense, such as: left, recognized, punished, etc.
- Vocabulary

- overseas (n)	- admit (v ₁)
- restrain (v ₁)	- curse (v ₁)
- left (v ₂)	- wrecked (v ₂)
- recognized (v ₂)	- punished (v ₂)
- merchant (n)	- turned into (v ₂)
- The content of the text
 - A story of Malin Kundang and Umbut Muda.

2. Learning Media

- White board

- Board marker
- Hand out
- Student worksheet
- Dictionary

F. Teaching Method

Cooperative learning which is type of CIRC (Cooperative Integrated Reading and Composition)

G. Learning Activities

Meeting 1

Pre Teaching

- Greeting.
- Checking the students' attendance list.
- Motivating students to study hard.
- Explaining the aim of learning.
- Introducing the new topic.
- Giving some questions related to the topic.

Whilst Teaching

Using CIRC as a type of Cooperative Learning

- Each student is given a hand out of narrative text and they must read it silently.
- Then, some students are asked to read narrative text loudly, and the teacher corrects their mistakes in pronunciation.
- After that, the students are asked to read the narrative text one by one and then to correct their seatmate's work.
- The students are asked to mention the difficult words from the text.
- The students are divided into some groups that consist of three students and are asked to sit based on their groups.
- Every group is given a worksheet.
- The first task, the students are asked to look up the meaning of difficult words on the dictionary with their groups and they write the answer on the answer sheet.

- After finishing doing task 1, every group presents their result of the answer and it is discussed by all the groups.
- The second task, the students answer the questions of multiple choices based on the text with their group mates.
- After finishing doing task 2, every group presents their result of their answer and it is discussed by the entire of the groups.
- The third task, the students are asked to answer the true-false questions based on the text with their group mates.
- After finishing doing task 3, every group presents their result of their answer and it is discussed by all the groups.
- After that, every group concludes and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by the teacher.

Post Teaching

- The students conclude all the activities which had been done not only in activity of discussion in groups but also in the class.
- The students reflect what they had got in the learning process.
- The students are asked an addition task to memorize the vocabulary that had been given.
- Parting.

Meeting 2

Pre Teaching

- Greeting.
- Checking the students' attendance list.
- Motivating the students to study hard.
- Explaining the aim of learning.
- Reminding the students about the previous lesson.
- Asking the new vocabulary that had been learned before.

Whilst Teaching

Using CIRC as a type of Cooperative Learning

- The students sit down based on the groups and are asked to do the next activity.

- The fourth task, the students must arrange jumbled sentences. The students are asked to arrange the jumbled sentences into a good paragraph story with their groups.
- After doing the task 4, every group presents their work and discusses it with the entire of the groups.
- The fifth task, the students answer the questions of picture story. The students are asked to match some sentences to the pictures.
- Every group presents their result of their answer and it is discussed by all the groups.
- After that, every group makes a conclusion and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by the teacher.

Post teaching

- The students conclude all the activities which had been done not only in discussion activity in groups but also in whole class.
- The students reflect what they had got in the learning process.
- The students are asked an additional task to memorize the vocabulary that had been given.
- Parting.

H. References

- a. Muakhir, Ali. 2007. *Umbut Muda*. Jakarta: PT Serambi Ilmu Semesta
- b. Widodo, Edy. - . *Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs*. Klaten: CV. Gema Nusa
- c. Internet
<http://ceritarakyat.50webs.com>
- d. Echols, John M., Hassan Shadily. 1996. *Kamus Inggris-Indonesia*. New York: Chornell University Press.

I. Assessment

a.) Technique :

- Reading test (Reading Comprehension)

b.) Instruments:

- Multiple choice questions.
- True-false questions.
- Jumbled paragraph.
- Matching stories with pictures.

Malin Kundang



Once upon a time, there lived a poor woman and his son in North Sumatra. The boy was called Malin Kundang. Malin Kundang grew up as a skillful young boy. He always helped his mother to work. One day Malin Kundang wanted to go overseas. His mother could not restrain his ambition. In the morning, he met one of the successful ship's crew. Malin Kundang joined him and left his mother alone.

Orientation

Many years later, Malin Kundang became wealthy. He had a beautiful wife, a huge ship and many ship crews. One day, his ship landed on a beach near a small village. The villagers recognized him. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. After meeting him, she was surprised because Malin Kundang did not want to admit her as his mother. She was very sad. Her heart was so hurt that she cried and cried. Then, she prayed to the God "Dear God, if he is not my son, please let him have a save journey. But if he is my son, I curse him become a stone".

Complication

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang's huge ship was wrecked. He was thrown by the wave out of his ship and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

Resolution

Adapted from:

http://ceritarakyat.50webs.com/Cerita%20rakyat_Indonesian%20folklore_West%20Sumatra_Malin%20Kundang.htm



Task 1

Find out the meaning of these words in your dictionary. Then, match them with the appropriate meaning on the box in groups.

1. overseas
2. restrain
3. left - leave
4. recognized – recognize
5. merchant
6. admit
7. curse
8. wrecked- wreck
9. punished - punish
10. turned into – turn into

- a. meninggalkan
- b. mencegah
- c. berubah menjadi
- d. seberang laut
- e. mengakui
- f. saudagar
- g. menghukum
- h. mengenal
- i. mengutuk
- j. hancur



Task 2

Read the text above and answer the questions below in groups .

1. Where did Malin Kundang and his mother live?
 - a. in North Borneo
 - b. in West Papua
 - c. in East Sumatra
 - d. in North Sumatra
2. What was Malin Kundang ambition?
 - a. He wanted to be clever boy.
 - b. He wanted to go to overseas.
 - c. He wanted to work hard.
 - d. He wanted to meet her father.
3. Where did his ship land on?
 - a. on the sky
 - b. on the town
 - c. on a beach in Java
 - d. on a beach near small village

4. What does the word “him” in paragraph 2 sentence 4 refers to?
- a. Malin kundang c. villagers
b. Ship’s crew d. mother
5. What did Malin Kundang turn into after her mother cursed him?
- a. a ship c. stone
b. a snow d. a monkey



Task 3

Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Do them in group.

No	Statements	T/F	Corrections
1.	Malin Kundang lived with his father.		
2.	Malin Kundang asked to his mother that he wanted to go to overseas.		
3.	After many years, Malin Kundang became a merchant.		
4.	Malin Kundang’s ship landed on a beach near a town.		
5.	Malin kundang did not apologize to his mother and then he turn into a stone.		



Task 4

Arrange these sentences into a good story.

- a. When his ship landed on the beach near small village, there was a woman came to him.
- b. One day, he asked his mother that he wanted to go to overseas to be a successful person.

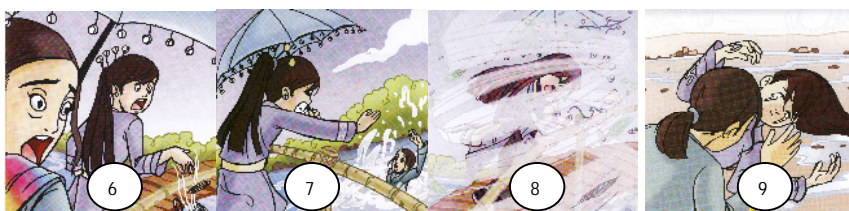
- c. In the morning, he joined a ship and left her mother.
- d. After many years, he became wealthy.
- e. There was a woman lived with his son called Malin Kundang.
- f. He did not apologize to his mother and then turned into a stone.
- g. He denied that the woman was his mother.



Task 5

Match the pictures with the stories.

Umbut Muda



- a. Everyday, Umbut Muda did nothing. She treated her mother like a servant.
- b. Once upon a time, in a region in Riau, lived a mother with her beautiful daughter called Umbut Muda.
- c. Mother only could cry if she remembered her bad behaviors.
- d. Then, Umbut Muda pushed her mother into the river to find her bracelets.
- e. When they crossed a bridge of Siak River. Suddenly, Umbut's bracelets loose and fell into the river.

- f. Once, Umbut Muda asked her mother to pick up a ripe mango from the mango tree in front of their house. Before she could pick one of the fruit, she fell down Umbut Muda scolded her mother.
- g. One day, Umbut Muda visited her friend's wedding ceremony. She walked in the front, while her mother walked behind her and hold on umbrella.
- h. At that moment, suddenly a hurricane came and twisted over Umbut Muda.
- i. "Mother.....heelp!" that was Umbut Muda's last sentence. Then, she died.

LESSON PLAN II

School	: MTs Wahid Hasyim
Subject	: English
Class/Semester	: VIII/2
Time Allocation	: 4 x 35 minutes (2 meetings)
Skill	: Reading

A. Standard Competence

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

B. Basic Competence

- 11.1 Responding to the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

C. Teaching Objectives

In the end of this course, students are expected to be able to respond to the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

D. Indicators

- The students are able to comprehend the text meaning in the narrative text.
- The students are able to identify the specific information in the narrative text.
- The students are able to find out the difficult words from the text.
- The students are able to look up the meaning of unfamiliar words in the dictionary.

- The students are able to match the words with the meaning on the box that has been given.
- The students are able to change the past form of verb into present form.
- The students are able to complete the text with the words in the box that has been given.
- The students are able to complete the story with the appropriate words.
- The students are able to match the story with the pictures.

E. Teaching Materials and Media

1. Teaching Materials

Text : Narrative

Topic : Legend

- Social Function
 - To entertain or amuse the readers.
- Generic Structure
 - Orientation (beginning or introduction): introduces main characters, setting and time.
 - Complication (middle): the problem happens among the characters.
 - Resolution (ending): the problem is resolved.
- Grammar
 - Use of adverbs, such as: long time ago, once upon a time, etc (usually at the beginning).
 - Use of past tense, such as: went, engaged, found, saw, etc.
- Vocabulary

- princess (n)	- daughter (n)
- kingdom (n)	- wave (n)
- stepsister (n)	- kind (adj)
- witch (n)	- jealous (adj)
- spell (n)	- engaged (v ₂)
- hut (n)	- went (v ₂)

- ordered (v₂)
- drifted (v₂)
- found (v₂)
- brought (v₂)
- saw (v₂)
- took (v₂)
- met (v₂)
- married (v₂)
- The content of the text
 - A story of The Good Hearted Golden Snail and The Good Hearted Purbasari.

2. Learning Media

- White board
- Board marker
- Hand out
- Student worksheet
- Dictionary

F. Teaching Method

Cooperative learning which is type of CIRC (Cooperative Integrated Reading and Composition)

G. Learning Activities

Meeting 1

Pre Activity

- Greeting.
- Checking the students' attendance list.
- Motivating students to study hard.
- Explaining the aim of learning.
- Introducing the new topic.
- Giving some questions related to the topic

Whilst Activity

Using CIRC as a type of Cooperative Learning

- Every student is given a narrative text and read it silently.

- Then, the students repeat reading the text loudly after the teacher, and teacher corrects their mistakes in pronunciation.
- After that, some students are asked to read narrative text loudly, and the researcher corrects their mistakes in pronunciation.
- The students answer some questions from the researcher based on the text that has been read.
- The students are asked to mention difficult words from the text.
- The students are divided into some groups consisting of three students and are asked to sit down based on their groups.
- Every group is given worksheet.
- The first task, the students are asked to find out the meaning of difficult words on the dictionary with their groups and the students write the answer on the answer sheet.
- After finishing doing task 1, every group presents their work and it is discussed by all the groups.
- The second task, the students answer the questions based on the text given with their group mates.
- After finishing doing task 2, every group presents their work and it is discussed by all the groups.
- After that, every group concludes and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by the teacher.

Post Activity

- The students make a conclusion all the activities which had been done not only in activity of discussion in groups but also in the class.
- The students reflect what they had got in the learning process.
- The students are asked an addition task to memorize the vocabulary that had been given.

Meeting 2

Pre Activity

- Greeting.
- Checking the students' attendance list.

- Motivating the students to study hard.
- Explaining the aim of learning.
- Reminding the students about the previous lesson.
- Asking the new vocabulary that had been learned before.

Main Activity

Using CIRC as a type of Cooperative Learning

- The students sit down based on their groups and are asked to do the next task.
- The third task, the students answer the questions of gaps paragraph. The students are asked to complete the paragraph with the words in the box into a good summarizing story.
- After finishing doing the task 3, every group presents the result of their answer and it is discussed by all the groups.
- The fourth task, the students answer the questions about pictures story. The students are asked to match some words with the sentences. Then, the students match again the sentences with the pictures in order to make a good story.
- After finishing doing the task 4, every group presents the result of their answer and it is discussed by all the groups.
- After that, every group makes a conclusion and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by the teacher.

Post Activity

- The students make a conclusion all the activities which had been done not only in activity of discussion in groups but also in the class.
- The students reflect what they had got in the learning process.
- The students are asked an addition task to memorize the vocabulary that had been given.
- Parting.

H. References

- a. Muakhir, Ali. 2007. *Purbasari yang Baik Hati (Kisah Lutung kasarung)*. Jakarta: PT Serambi Ilmu Semesta
- b. Muakhir, Ali. 2007. *Keong Emas yang Lembut hati The Good-Hearted Golden Snail*. Jakarta: PT Serambi Ilmu Semesta
- c. Widodo, Edy. - . *Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs*. Klaten: CV. Gema Nusa
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I. Assessment

a) Technique:

- Written test (Reading comprehension)

b) Instruments:

- Matching words with their meaning.
- Changing past form of verb into present form.
- Answer questions based in the text.
- Completing the text with appropriate words.
- Matching pictures with appropriate pictures.

The Good-Hearted Golden Snail



Dewi Galuh Candra Kirana was a princess from the Kingdom of Daha. She was kind and very beautiful. She was engaged to Raden Inu Kertapati. Galuh Candra Kirana had a step sister named Galuh Ajeng. Galuh Ajeng was jealous of her. She wanted to marry Raden Inu Kertapati.

Orientation

One day, Galuh Ajeng went to see an old Witch. She asked the old witch to give a spell to curse Dewi Galuh. In the beach, Dewi Galuh turned into a golden snail. Then, she drifted by the waves. In the sea, she was found by an old fisherwoman named Nyai Dadapan and she brought the golden snail to her hut.

Complication

One day, Nyai Dadapan came home from fishing. She was surprised. There were many delicious foods on her small table. The next morning, she saw the golden snail transforming into a very beautiful girl. Nyai Dadapan was very happy. She took the golden snail as her daughter.

Resolution

One day The Golden Snail met her prince again and came back to her kingdom with Nyai Dadapan. Then, Dewi Galuh Candra Kirana married with Raden Inu Kertapati.



Task 1

Find out the meaning of those words in your dictionary in groups.

1. princess (n) =
2. kingdom (n) =
3. stepsister (n) =
4. witch (n) =
5. spell (n) =
6. hut (n) =
7. daughter (n) =
8. wave (n) =
9. kind (adj) =
10. jealous (adj) =

Find out the present verb (V1) and match the words with the meanings on the box in groups .

11. engaged (V2) - (V1) =
12. went (V2) - (V1) =
13. ordered (V2) - (V1) =
14. drifted (V2) - (V1) =
15. found (V2) - (V1) =
16. brought (V2) - (V1) =
17. saw (V2) - (V1) =
18. took (V2) - (V1) =
19. met (V2) - (V1) =
20. married (V2) - (V1) =

- a. bertemu
- b. menyuruh
- c. bertunangan
- d. pergi
- e. hanyut
- f. menemukan
- g. membawa
- h. melihat
- i. menikah



Task 2

Read the text above and answer the questions below in groups.

1. Who was Dewi Galuh Candra Kirana?
.....
2. Who was her step sister?
.....
3. Why was Galuh Ajeng jealous of her?
.....
4. Who turned into a snail?
.....
5. Who found the Golden Snail?
.....
6. Who married with Dewi Galuh Candra Kirana?
.....



Task 3

Read a summary of the story below and fill the blanks with appropriate words on the box in groups.

name	snail	beautiful
transformed	came	step sister
girl	witch	found
		met

There was a princess. Her was Dewi Galuh Candra Kirana. She had a Her name was Galuh Ajeng. She ordered a to make Dewi Galuh Candra Kirana turned into a Then, The Golden snail was by Nyi Dadapan. One day, The Golden snail into a beautiful Finally, She a prince. They Back to the Kingdom and got married.



Task 4

Fill in the blanks with appropriate words and match the pictures with the stories in groups.

The Good-Hearted Purbasari



1



2



3



4



5



6



7



8



9



10

see

decided

body

transformed

apologized

woods

beautiful

spell

agree

bathed

- a. Purbasari visited Indrajaya, her future husband. She planned to ask Mbok Rondo to cast a _____ on her.

- b. Prabu Tapa Agung had planned to choose Purbasari as the crown princess of the kingdom, but Purbararang did not _____ with his plan.
- c. Purbasari was accused doing something that would upset the gods. So, her father _____ to banish her to the woods.
- d. One night, on a full moon, the monkey took Purbasari a pond with hot spring water. Then, she _____ there.
- e. After Purbasari arrived in the _____, suddenly a black monkey came to her.
- f. In the morning, Purbasari felt itch all over her body. Her _____ was full of scratch marks.
- g. Purbararang went to the woods and saw Purbasari, accompanied by Indrajaya. Purbararang was amazed to _____ Purbasari's new beauty.
- h. After bathing a few hours, purbasari walked out of the pond. Her face was _____ again, her skin smooth and clean.
- i. Purbararang let purbasari replace her father as queen. She _____ to Purbasari everything that she had done. Purbasari forgave her. Finally, Purbasari got married with the handsome prince, former Lutung kasarung.
- j. Purbararang allowed going home if she could fulfill some requirements. The last requirement was Purbararang had to show her future husband. Then, Purbasari pulled the monkey beside her. Suddenly, the monkey _____ into a very handsome young man. Actually he was a prince who was cursed to be a monkey.

LESSON PLAN III

School	: MTs Wahid Hasyim
Subject	: English
Class/Semester	: VIII/2
Time Allocation	: 4 x 35 minutes (2 meetings)
Skill	: Reading

A. Standard Competence

11. Understanding meaning in very simple written short functional texts and essays in forms of recount and narrative related to the closest environment.

B. Basic Competence

11.1. Responding to the meaning and rhetorical steps of simple short essays in the forms of recount and narrative accurately, fluently, and acceptably related to the closest meaning.

C. Teaching Objectives

In the end of this course, students are expected to be able to respond to the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently and acceptably related to the closest environment.

D. Indicators

- The students are able to comprehend the textual meaning in the narrative text.
- The students are able to identify the specific information in the narrative text.
- The students are able to find out the difficult words in the text.

- The students are able to look up the meaning of unfamiliar words in the dictionary.
- The students are able to summarize the text.
- The students are able to compose the story based on the pictures given.

E. Teaching Materials and Media

1. Teaching Materials

Text : Narrative

Topic : Legend

- Social Function
 - To entertain or amuse the readers.
- Generic structure
 - Orientation (beginning or introducing): introduces main characters, setting and time.
 - Complication (middle): the problem happens among the characters.
 - Resolution (ending): the problem is resolved.
- Grammar
 - Use of adverbs, such as: long time ago, once upon a time, etc (usually at the beginning).
 - Use of past tense, such as: surprised, wanted, split, etc.
- Vocabulary

- diligent (adj)	- lost (v ₂)
- lazy (adj)	- ordered (v ₂)
- luckily (adv)	- surprised (v ₂)
- squash (n)	- wanted (v ₂)
- inside (prep)	- split (v ₂)
- content (n)	- happened (v ₂)
- The content of the text
 - A story of Bawang Merah and Bawang Putih and Si Kikir and Si Dermawan.

2. Learning Media

- White board
- Board marker
- Hand out
- Student worksheet
- Dictionary

F. Teaching Method

Cooperative learning which is type CIRC (Cooperative Integrated Reading and Composition)

G. Learning Activities

Meeting 1

Pre Activity

- Greeting.
- Checking the students' attendance list.
- Motivating students to study hard.
- Explaining the aim of learning.
- Introducing the new topic.
- Giving some questions related to the topic.

Whilst Activity

Using CIRC as a type of Cooperative Learning

- Every student is given a hand out narrative text and read it silently.
- Then, the students repeat in reading narrative text loudly after the teacher, and the teacher corrects their mistakes in pronunciation.
- After that, some students are asked to read narrative text loudly, and the researcher corrects their mistakes in pronunciation.
- The students answer some questions from the teacher based on the text that has been read.
- The students are divided into some groups consisted of three students and are asked to sit down based on their groups.
- Every group is given worksheet.

- The first task, the students are asked to find the difficult words on the text.
- Then, the students look up the meaning of the difficult words on the dictionary with their group mates and write the answer on the answer sheet.
- After finishing doing task 1, every group presents the result of their answer and it is discussed by all the groups.
- The second task, the students answer the questions based on the text with their group mates.
- After finishing doing task 2, every group presents the result of their answer and it is discussed by all the groups.
- After that, every group makes a conclusion and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by teacher.

Post Activity

- The students make a conclusion all the activities which had been done not only in activity of discussion in groups but also in the class.
- The students reflect what they had got in the learning process.
- The students are asked an addition task to memorize the vocabulary that had been given.
- Parting.

Meeting 2

Pre Activity

- Greeting.
- Checking the students' attendance list.
- Motivating the students to study hard.
- Explaining the aim of learning.
- Reminding the students about the previous lesson.
- Asking the new vocabulary that had been learned before.

Whilst Activity

Using CIRC as a type of Cooperative Learning

- The students sit down based on their groups and are asked to do the next activity.
- The third task, the students summarize the narrative story from the text that has been given by guiding some guide sentences.
- After finishing doing task 3, every group presents the result of their answer and it is discussed by all the groups.
- The fourth task, the students answer the picture story. The students are asked to compose the story based on the pictures by guiding some guide words with their group mates.
- After finishing doing task 4, every group presents the result of their answer and it is discussed by all the groups.
- After that, every group make a conclusion and retells the content of the story.
- Then, all the students are invited to pronounce the difficult words loudly and it is guided by the teacher.
- The last, every group pronounces the difficult words alternately and it is guided by the teacher.

Post Activity

- The students make a conclusion all the activities which had been done not only in activity of discussion in groups but also in the class.
- The students reflect what they had got in the learning process.
- The students are asked an addition task to memorize the vocabulary that had been given.
- Parting.

H. References

- a. Muakhir, Ali. 2007. *Balasan Untuk si Kikir*. Jakarta: PT Serambi Ilmu Semesta
- b. Widodo, Edy. - . *Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs*. Klaten: CV. Gema Nusa
- c. Echols, John M., Hassan Shadily, 1996. *Kamus Inggris-Indonesia*. New York: Cornell University Press.
- d. Internet

I. Assessment

a) Technique:

- Written test (Reading comprehension)

b) Instruments:

- Summarizing the text.
- Composing the story.

Bawang Merah and Bawang Putih



Once upon a time, there was a beautiful girl called Bawang Putih. Bawang putih had a stepmother and also a stepsister named Bawang Merah. Bawang Putih and Bawang Merah had different behaviors. Bawang Putih was kind and diligent, while Bawang Merah was hothead and lazy.

Orientation

On day, her stepmother got angry to Bawang Putih because her dress was lost. She was ordered to find it. She fringed rivers. Luckily, she met a good-hearted old woman. She would give back it, if Bawang Putih wanted to stay with her in few days.

Complication

When Bawang Putih would go home, the old woman gave her the dress and a squash. At home, she gave the dress to her stepmother, and then she went to the kitchen. When she split the squash in the kitchen, she was surprised because inside the squash was full of gold. She told what had happened to her stepmother and her stepsister. Bawang Merah then did what Bawang Putih had done. After Bawang Merah stayed in the old woman' hut, she asked her the big squash. At home, Bawang Merah and her mother split it. They were surprised that the content of the squash was full of snakes and scorpions. Finally, they dead.

Resolution



Task 1

Write the difficult words minimal 10 based on the text. Then, find out the meaning of those words in your dictionary in groups.

1. =
2. =
3. =
4. =
5. =
6. =
7. =
8. =
9. =
10. =
11. =
12. =
13. =
14. =
15. =



Task 2

Read the text above and answer the questions below in groups.

1. With whom Bawang Putih live?
.....
2. Who was stepsister of Bawang Putih?
.....
3. Was Bawang Merah had a good behavior?
.....
4. What are the characteristics of Bawang Merah?
.....
5. Why did stepmother get angry to Bawang Putih?
.....
6. Who found the dress?
.....

7. What did Bawang Putih do to get her stepmother's dress back?
.....
8. What did the old woman give to Bawang Putih?
.....
9. What does the word "her" in paragraph 3 sentence 1 refers to?
.....
10. Why Bawang Putih was surprised after splitting the squash?
.....
11. Why Bawang Merah and her mother were surprised after splitting the squash?
.....
12. Was the content of the squash of Bawang Merah and Bawang Putih same?
.....
13. Who dead?
.....



Task 3

Make a summary of the text into a good story in groups.

One day, there was a girl. Her name was

.....
.....
.....

Her stepmother's dress was lost. She got angry.

.....
.....

The old woman gave her a squash.

.....
.....
.....



Task 4

Write the story according to the pictures in groups.

Si Kikir and Si Dermawan



Si Kikir and si Dermawan's father – died

.....

.....



Si Kikir – kept his wealth

.....

.....



gave – poor people

.....

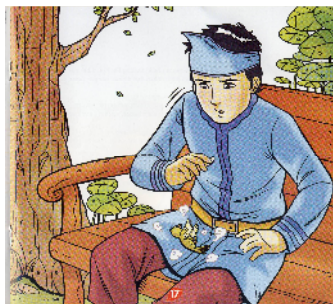
.....



Si Kikir – got angry

.....

.....



found – a bird

.....

.....



took care – the bird

.....

.....



planted – a watermelon's seed

.....

.....



split – full of gold

.....

.....



did the same thing – his water melon is bigger

.....

.....



split – full of mud and smelt rotten

.....

.....

APPENDIX

3

FIELD NOTES

FIELD NOTE I (Observation)

November 2nd 2010

VIII A class

R : researcher

ET: English teacher

S : Student

Ss : Students

The bell rang. It was time to begin the first lesson. ET asked R to go to VIII A class on the second floor. When they were in the front of the class, there were many Ss who had not entered to the class. ET had the Ss to get the class in because the lesson would be started. After all the Ss came and sat down calmly, ET invited R to sit down on an empty chair beside a S. ET began the lesson by greeting “Good Morning everybody?, How are you today?”. Ss answered “Good morning Pak Azam, I’m fine, thank you, and you?”. ET answered “I’m fine too, thank you”. Then, it was continued with saying a prayer together. When ET was calling the student based on the students’ list, suddenly two Ss came into the class. ET asked the students to sit down and warned them to come earlier on the next meeting.

ET gave the lesson that was about recount text. ET explained the recount text, tenses which are used, until the generic structure. When ET was explaining the material, there were Ss who were chatting with their friends, looking at the door and the window when some Ss from other class was passing by. Then, ET asked the students to open *LKS* and read the text on page 25. They had the Ss to read the text and answer the questions below the text. The Ss said, “Sir, it is difficult, I cannot get the meaning of the text, I do not know the meaning of each word” etc. There were some Ss who were silent and putting their heads on their hands. Most Ss asked him the meaning of each word and only two Ss who brought English – Indonesian dictionary. There was a S said ‘Sir, please translate the text. I do not all the meaning’. Because the Ss had difficulties in understanding the text, ET translated the whole text sentence by sentence. Then the Ss wrote the meaning on the *LKS*. There were some Ss who were chatting with their seatmate when the others were writing. It made the class crowded. Then, ET warned them to keep silent, because they disturbed their friends.

After they had finished, the Ss began to answer the questions based on the text. Some Ss could do the tasks, while some others cheated the result of their friends, and did not do the tasks anymore because of feeling difficult. At that time, the ET went out from the class because there was something that he had to do. The class began crowded and noisy. Most Ss chatted with their friend and some others went out

of the class looking other Ss from other class doing physical exercise in the yard whereas they had not done the tasks anymore. Some minutes later, the ET came to the class. The ET had the Ss to enter the class. The ET asked to the Ss, “Have you finished doing the tasks?”. Some Ss said ‘yes’, some others said ‘No’. The ET gave a few minutes to the Ss who had not finished the tasks, and after that they cheated the answers of their friends.

ET realized that there were some Ss who cheated the answers from their friend, and then the ET had them to read the answer number 1. In the first time, the S refused it. After the ET persuaded him many times, finally he read the answer. When he was reading the answer, he pronounced some words incorrectly. The ET corrected his pronunciation. Then, the ET pointed other S to answer number 2. Suddenly, the bell rang. And all the Ss were happy because they would continue other lesson, that is physical exercise. Then the ET finished the class by saying hamdalah.

FIELD NOTE II (first meeting, cycle I)

Tuesday, April 25th 2011

Kelas VIII A

R: researcher

ET: English teacher

Jam 06.50 R sampai sekolah. R menunggu ET yang belum datang di kantor. Tatkala bel berbunyi, ET dan R pun segera menuju kelas VIIIA di lantai 2. Saat itu, beberapa siswa masih menyapu di kelas, dan ada juga dari mereka mengeluh ke ET karena beberapa siswa laki-laki belum piket. ET pun berkata nanti akan menegurnya. Setelah kelas bersih, ET mengajak seluruh siswa masuk kelas. R dan ET juga masuk kelas. Setelah SS sudah duduk dengan tenang ET memperkenalkan pada Ss kalau hari ini dan beberapa pertemuan selanjutnya akan diampu oleh R. R pun membuka pelajaran dengan greeting dan dijawab oleh seluruh SS. Kemudian R meminta salah satu dari SS untuk memimpin doa. Hampir seluruh SS berkata, “Ayo ketua kelas doa”. Sang ketua kelas pun memimpin doa, dan seluruh SS pun berdoa bersama-sama. Setelah selesai berdoa, R lantas mengabsen SS. R memanggil Ss satu demi satu. Ada tiga siswa yang tidak masuk.

R mengajak siswa untuk berdiskusi sebentar di awal pelajaran. R membuka pertanyaan “Do you like English lesson?”, beberapa siswa bertanya apa artinya Bu? R pun mengulang pertanyaan dalam bahasa Indonesia “Apakah kalian suka pelajaran bahasa Inggris?” beberapa siswa berkata ‘yes’ dan sebagian yang lain berkata ‘tidak’. R pun bertanya kepada mereka mengapa mereka tidak suka pelajaran bahasa Inggris dan apa masalahnya. Beberapa siswa laki-laki berkata bahasa Inggris gak penting bu, kan gak dipake sehari-hari. Sebagian siswa yang lain berkata mereka kesulitan dalam memahami arti bahasa Inggris. Untuk membangun motivasi dalam belajar bahasa Inggris, R bertanya tentang cita-cita mereka. Beberapa siswa laki-laki berkata aku pengen jadi pemain sepak bola seperti ‘Messi’. R pun berkata, jika kalian ingin menjadi pemain sepakbola tingkat internasional kalian harus menguasai bahasa Inggris. Kenapa? Karena jika kalian pergi ke Inggris atau negara Eropa lainnya kalian tidak akan merasa kesulitan dalam berkomunikasi karena kalian sudah menguasai bahasa Inggris. Terlebih jika kalian jalan-jalan atau traveling ke luar negeri seperti Singapura, Amerika, Paris, atau Inggris, kalian hanya perlu menguasai satu bahasa yakni bahasa Inggris. Kalian tidak perlu membayar lebih untuk tourist guide. Jika kalian ingin menjadi dokter, kalian juga perlu menguasai bahasa Inggris karena kebanyakan buku referensi untuk para dokter ditulis dalam bahasa Inggris.

Kegiatan dilanjutkan dengan masuk ke pelajaran. R bertanya kepada SS “Have you ever read a narrative story?”. Karena SS diam saja maka R pun mengulang menggunakan bahasa Indonesia “Apakah kalian pernah membaca cerita narrative?”. Salah satu S bertanya “Apa itu cerita narrative?”. R menjawab, cerita narrative itu

seperti cerita fiksi, legenda, mitos atau cerita yang terjadi di masa lalu. R kemudian meminta SS untuk menyebutkan narrative story. Mereka menyebutkan, 'Pinocchio', 'Cinderella', 'Snow White', dll. Setelah itu, R memberikan teks narrative dan worksheet kepada Ss. P pun bertanya, "apakah kalian tau cerita ini?". Beberapa siswa berkata, "iya, itu kayaknya cerita keong emas". Masih inget ceritanya? R bertanya. "Agak-agak lupa bu" salah satu siswa menjawab. R meminta Ss untuk membaca teks dengan teman sebangkunya. Sebagian S perempuan melakukannya, akan tetapi S laki-laki hanya ngobrol saja. R pun memperingatkan tapi mereka hanya melihat kertas pura-pura membaca. Mereka pun lanjut mengobrol. Ketika kelas sudah mulai agak ramai. R mengambil alih. R menawarkan pada mereka siapa yang ingin membaca teksnya, seluruh Ss diam."

Setelah itu, R bertanya apakah kalian paham ceritanya. SS menjawab tidak. Apakah ada kata-kata yang sulit. Dan Ss pun menjawab lagi 'banyak'. R meminta SS untuk membaca teksnya lagi dan mencari kata-kata sulit pada teks tersebut. Ss menyebutkan kata-kata sulitnya dan R menuliskannya di whiteboard di depan kelas. Ketika R menuliskan kata lampau/v2/past form di white board, R pun menyertakan kata to infinitifnya/v1/ present form untuk memudahkan siswa dalam mencari arti di kamus.

Kini saatnya mengerjakan worksheet. Karena saat itu ada 12 siswa yang masuk, maka R membagi siswa menjadi empat kelompok. Peneliti kemudian membagi kelompok, kelompok pertama Ss pada urutan absen pertama, kedua dan ketiga. Kelompok kedua siswa pada urutan absen keempat, kelima dan keenam. Begitu seterusnya sampai selesai. Jika ada siswa yang tidak masuk, maka urutan absennya akan dilewati. Setelah pembagian kelompok selesai, mereka pun langsung duduk berdasarkan kelompok mereka. Setiap kelompok terdiri dari tiga siswa. Pengelompokan ini pun hanya berdasarkan urutan absen. Dalam satu kelompok terdiri dari siswa yang hanya laki-laki saja, perempuan saja dan ada juga yang campur antara laki-laki dan perempuan. R pun mempersilahkan pada Ss untuk mengambil kamus yang tersedia diatas meja guru. Suasana agak gaduh karena selain Ss pindah tempat duduk mereka juga berebutan mengambil kamus English-Indonesian.

Setelah seluruh siswa duduk dengan rapi berdasarkan kelompoknya. R pun memberi tahu pada mereka untuk mengerjakan *task 1* dahulu. Kalau seluruh kelompok sudah selesai, maka akan dibahas *task 1* tersebut. Setelah itu, *task 2* pun dikerjakan lagi bersama anggota kelompoknya. Jika seluruh kelompok sudah selesai mengerjakan *task 2*, maka akan dibahas *task 2* tersebut bersama-sama. Begitu seterusnya. R pun juga menerangkan cara mengerjakan *task 1* secara berkelompok. Dari tiga siswa, dua siswa mencari arti bahasa inggris di kamus dan yang satu siswa menuliskan jawabannya. Ketika seluruh siswa mengerjakan tasks bersama dalam kelompok, R pun berkeliling untuk memantau mereka. Hampir seluruh kelompok

mengerjakan dengan kompak. Mereka berdiskusi dengan teman sekelompoknya. Beberapa kelompok menanyakan kesulitan dalam mencari arti di dalam kamus ke R dan R pun menerangkannya kepada mereka dalam kelompok tersebut. Setelah seluruh kelompok selesai mengerjakan *task 1*, peneliti pun meminta tiap kelompok untuk membacakan jawaban mereka secara bergilir tiap kelompok. Karena *task 1* adalah mencari arti di kamus, hampir seluruh siswa ingin membacakan jawabannya. Selanjutnya mencari arti kata sulit lainnya yang ada di white board. R pun mempersilahkan seluruh kelompok untuk menuliskan jawabannya di papan tulis. R memberitahukan kepada Ss untuk memperbaiki jawaban yang salah.

Setelah selesai, dilanjutkan mengerjakan *task 2* yaitu tentang menjawab isi bacaan. R berkeliling untuk memantau kegiatan mereka. Beberapa Ss ada yang menanyakan beberapa kata tanya seperti 'who', 'where' dan 'when'. R memandu mereka untuk mencari arti kata di kamus dan menjelaskan maksud dari pertanyaan tersebut. Ada beberapa S lain menanyakan dimana letak jawaban untuk pertanyaan nomer 2. R pun memandunya dengan membaca teks kembali dari awal sampai ketemu jawaban untuk pertanyaan yang dimaksudkan. Setelah seluruh kelompok selesai mengerjakan *task 2* yang berupa *multiple choice*, R memandu Ss untuk mendiskusikan jawabannya bersama-sama. Karena pertanyaannya berupa *multiple choice*, maka pembahasan jawaban saat itu pun berlangsung cepat. Banyak Ss dari beberapa kelompok yang mengacungkan jari ingin menjawab pertanyaan di *task 2*. Hampir semua Ss terlihat antusias untuk menjawab pertanyaan-pertanyaan. Mereka mengacungkan tangan ketika R bertanya ada yang mau menjawab. Walaupun R sudah memberikan giliran kepada tiap-tiap kelompok untuk menjawab, terkadang S yang sudah dapat giliran menjawab ingin menjawab lagi. Ss sangat antusias menjawab karena mereka yakin jawaban mereka benar semua.

Selanjutnya para Ss mengerjakan *task 3* masih berkaitan dengan isi bacaan. Pertanyaan kali ini tentang *True/False statement*. R memberikan beberapa statement atau pernyataan dari isi bacaan dan Ss diminta untuk bisa menyimpulkan apakah statement-statement tersebut benar atau salah. Jika salah Ss pun diminta untuk membenarkan pernyataan tersebut. Pada *task 3* ini, para Ss tidak hanya belajar tentang reading memahami isi teks bacaan tapi mereka juga sudah mulai belajar writing yakni memperbaiki dan menulis kembali pernyataan yang benar menurut isi teks bacaan. R berkeliling kelas lagi, memonitori para Ss mengerjakan *task 3* secara berkelompok. Selain itu, R juga membantu mereka ketika mereka bertanya. Kelompok pertama ternyata sudah selesai terlebih dahulu. R meminta anggota kelompok pertama untuk mengecek jawabannya lagi. R berkeliling lagi untuk mengecek dan memonitori pekerjaan kelompok lain. Setelah seluruh kelompok selesai mengerjakan *task 3*, R kemudian bertanya pada seluruh kelas siapa yang mau menjawab pertanyaan nomer 1, lalu salah satu S dari kelompok kedua mengajukan dirinya untuk menjawab. S tersebut membacakan statement dan mengemukakan bahwa statement tersebut '*true*' atau '*false*' sesuai dengan teks bacaan yang

diberikan. Setelah S tersebut menjawabnya, R kemudian bertanya pada kelompok lain apakah jawaban mereka sama atau tidak. Lanjut dengan statement kedua, giliran kelompok pertama yang menjawab. Setelah menjawab, R kemudian bertanya kembali pada seluruh kelompok apakah ada jawaban lain. Beberapa kelompok mempunyai jawaban yang berbeda dengan kelompok pertama. R pun membahas statement kedua berdasarkan teks bacaan. Para Ss pun menjadi paham maksud dari statement kedua tersebut, dan mereka bisa menyimpulkan mana jawaban yang benar. Kemudian dilanjutkan dengan statement berikutnya. Para Ss dari berbagai kelompok menguncungkan jari ingin menjawabnya. Mereka merasa yakin akan jawabannya. Semua kelompok mendapat giliran untuk menjawabnya. Jawaban dari statement ketiga sampai terakhir pun benar semua. Tak lama kemudian bel berdering tanda waktu pelajaran bahasa inggris telah usai. Siswa mengumpulkan kamus di depan meja guru. Kemudian R dan Ss menutup pelajaran dengan hamdalah dan salam.

FIELD NOTE III (second meeting, cycle I)
 Thursday, April 27th 2011
 Kelas VIII A
 R: researcher
 ET: English teacher

Setelah tiba di sekolah, R menunggu sebentar di kantor untuk bertemu dengan ET. Setelah bel berbunyi R menuju ke kelas. Ketika R dan Ss sudah siap untuk memulai pelajaran, R meminta salah satu siswa untuk memimpin doa. Sebelum memulai pelajaran, R mengajak siswa untuk mengobrol sebentar seputar pentingnya belajar bahasa inggris sebagai awal kesadaran atas pentingnya belajar bahasa inggris. Ketika akan memulai pelajaran, R pun mengabsen siswa satu persatu. Ketiga siswa yang kemaren tidak berangkat hari ini pun berangkat. R memutuskan agar ketiga siswa yang kemaren tidak berangkat untuk bergabung dengan kelompok yang sudah ada. Karena jika ketiga siswa tersebut dijadikan satu kelompok baru, mereka akan kebingungan karena mereka tidak berangkat saat pertemuan sebelumnya. Sebelum melanjutkan mengerjakan worksheet yang lalu, R mengulang pelajaran sebelumnya. R menanyakan beberapa pertanyaan berkaitan dengan teks yang diberikan pada pertemuan sebelumnya. Beberapa siswa pun menjawabnya.

R pun kemudian mempersilahkan mereka untuk duduk sesuai dengan kelompoknya. R juga mempersilahkan mereka untuk mengambil kamus yang sudah tersedia di atas meja guru. Suasana kelas jadi tampak gaduh. Kemudian SS mengerjakan task 3 tentang jumbled sentences. R berkeliling untuk mengetahui kemampuan siswa. Banyak siswa yang bertanya tentang bagaimana cara mengerjakannya dan ada juga yang minta untuk dikoreksi apakah pekerjaan mereka sudah benar atau belum. R juga memberitahukan kalau task 3 itu adalah ringkasan dari teks yang kemaren dibaca. Jika masih ada yang belum paham bagaimana mengurutkan kalimatnya, R meminta mereka untuk membacanya lagi. R juga melihat tiga siswa yang kemaren tidak berangkat terlihat masih bingung, karena mereka tidak tau apa yang harus dia lakukan. Terkadang mereka mengajak teman sekelompok dan luar kelompoknya untuk mengobrol.

Setelah siswa sudah mengerjakan task 4, saatnya untuk mendiskusikan jawabannya. R bertanya siapa yang akan menjawab. Belum ada siswa yang mau karena mereka masih malu. Lalu R menunjuk salah satu kelompok untuk menjawab dengan menulis jawabannya kalimat demi kalimat lalu disusul kelompok selanjutnya. Setelah habis giliran kelompok, banyak siswa yang berebut ingin menulis di papan

tulis dan kebanyakan dari siswa perempuan. Setelah selesai ditulis, R mulai menanyakan apakah sudah benar urutan kalimat untuk kalimat pertama dan selanjutnya yang sudah ditulis di whiteboard. R mengoreksi jawaban tersebut sambil menerangkan dan mengingatkan tentang cerita yang telah dipelajari pada saat pertemuan sebelumnya.

Kemudian kegiatan siswa dilanjutkan dengan mengerjakan task 5 yaitu tentang mencocokkan kalimat cerita dengan urutan gambar sebuah cerita. Sebelum mulai mengerjakan, R mengajak siswa untuk menebak cerita/ isi tentang gambar yang pertama dan selanjutnya. Hal ini diharapkan agar siswa sudah mengerti cerita yang ada yang digambar dan mereka akan cepat mampu menebak dan mencocokkan kalimat cerita yang ditulis dalam bahasa Inggris dengan gambar-gambar tersebut. R juga berkeliling kelas untuk mengetahui dan membimbing mereka jika mereka ada kesulitan dalam mengerjakan. Ada siswa yang bertanya tentang maksud sebuah kalimat cerita. R kemudian meminta siswa tersebut untuk mencari salah satu arti dari kalimat yang ditanyakan. Setelah tau artinya, siswa itu pun langsung paham. Ada juga yang bertanya sama, dan R menjelaskan tentang clue sebuah kata yang ada di kalimat tersebut dengan clue yang ada pada gambar. R menunjukkan kata 'mango' dan R bertanya padanya mana urutan gambar yang ada gambar 'mango'-nya. Ketika mengerjakan task 5, siswa membutuhkan waktu agak lama. Mereka harus paham dan terkadang harus mencari beberapa kata yang masih sulit. Setelah selesai, R mengajak siswa untuk mendiskusikan jawabannya. Mereka pun mulai menjawabnya satu persatu. Ketika pelajaran akan berakhir, R mengingatkan siswa agar membawa kamus untuk pertemuan pelajaran bahasa Inggris selanjutnya. Kalau ada yang punya dibawa, kalau tidak ada yang punya untuk pinjam pada teman ataupun teman kelas lain.

FIELD NOTE IV (first meeting, cycle II)

Tuesday, May 2nd 2011

Kelas VIII A

R: researcher

ET: English teacher

R sampai sekolah pukul 6.45. Seperti biasa, R menunggu di kantor guru. Beberapa saat kemudian ET datang. ET kemudian mengajak R ke perpustakaan. ET mengambilkan beberapa kamus bahasa Inggris yang ada di rak buku. ET keluar sebentar untuk memanggil dua siswa laki-laki. ET dan R membawa tambahan kamus dibantu oleh kedua siswa tersebut.

Ketika bel sudah berbunyi, siswa langsung masuk kelas kemudian diawali dengan salam dan doa. R pun mengabsen lagi. Semua siswa datang. R kemudian mengajak ngobrol mereka tentang pentingnya belajar bahasa Inggris, kali ini dengan tema beasiswa.

R menjelaskan kalau hari ini kita masih belajar tentang narrative story. R memberikan teks pada siswa satu persatu. Judul teksnya adalah 'The Good-Hearted Golden Snail'. R menanyakan kira-kira cerita tersebut tentang apa. Siswa pun menjawab keong emas. R meminta siswa untuk mendengarkan R membaca teks kalimat demi kalimat, lalu mereka menirukannya. R terkadang mengulangi membaca beberapa kalimat jika ada siswa yang membacanya salah. Setelah selesai membaca bersama-sama. R meminta tiga siswa secara acak untuk membaca teks tiap paragraf. Paragraf pertama dibaca oleh Tri Wahyuni, paragraf kedua oleh Andri, dan paragraf terakhir oleh Ruwanda. Ketika Andri sedang membaca paragraf kedua, dia membaca beberapa kata dengan pronunciation yang salah. Dia membacanya seperti huruf dalam bahasa Indonesia. R pun membetulkannya, tapi dia melakukan kesalahan yang sama berulang-ulang. Ketika dia melakukan kesalahan dalam membaca, teman-temannya menertawakannya. Kelas pun mulai ramai. Tapi dia selalu mencoba untuk membaca dengan pronunciation yang benar.

Setelah siswa selesai membaca text, peneliti kemudian membantu mereka untuk memahami text tersebut. R bertanya tentang judul cerita tersebut dalam bahasa Inggris "What is the title of the story?" hampir semua siswa serempak menjawab 'The good-hearted golden snail'. R kemudian bertanya pada mereka tentang karakter utama dalam bahasa Inggris. Banyak siswa yang tidak tau arti 'main'. Sehingga R menuliskannya di papan tulis. R pun meminta seorang siswa untuk mencari arti di kamus, siswa tersebut menyebutkan artinya. R bertanya lagi dengan pertanyaan yang sama, kemudian siswa menjawab 'Dewi Galuh Candra Kirana. R kemudian bertanya dengan pertanyaan-pertanyaan lain dalam bahasa Inggris seperti siapa itu Dewi Galuh Candra Kirana, siapa saudaranya dll. Jika siswa tidak tau arti dari pertanyaan, R melakukan perintah yang sama seperti sebelumnya kepada mereka.

Kegiatan selanjutnya, R pun membagi siswa ke dalam beberapa kelompok. Sebelumnya R pun menyampaikan kepada siswa bahwa pembagian kelompok ini tidak sama dengan pembagian kelompok yang lalu. Dan siswa pun setuju. Kemudian R membagi kelompok secara random. Dalam satu kelompok terdiri dari tiga siswa, ada yang satu siswa laki-laki dua orang siswa perempuan dan ada yang dua orang siswa laki-laki dan satu siswa perempuan. Pembagian kelompok ini seperti diharapkan agar siswa lebih terkontrol dalam pembagian tugas dan mereka tidak merasa bosan dengan cara pengelompokan sebelumnya. Setelah R mengelompokkan siswa menjadi beberapa kelompok. Siswa pun mulai mengerjakan tasks setelah R beri worksheet pada mereka. R berkeliling memonitor siswa dalam mengerjakan tasks secara berkelompok. Mereka mengerjakan task 1 dahulu yaitu tentang mencari arti kata. Sebelum mereka mencari arti kata di kamus, mereka diperintahkan untuk mencari V₁ atau present form-nya terlebih dahulu. Setelah mereka menemukan arti kata, R meminta mereka untuk menulis kembali kata dan arti yang telah mereka temukan di buku. Buku yang dipakai bukan buku pelajaran bahasa Inggris, melainkan di buku khusus vocab. Yang kemudian dinamakan buku vocab atau vocabulary notebook. Ketika mereka mencari arti secara berkelompok, R melihat pekerjaan siswa. R membenarkan dan memberi arahan tentang pemilihan arti yang dicari di kamus. Setelah selesai dibahas dan didiskusikan secara bersama-sama dengan seluruh kelompok, siswa pun diminta untuk menghafalkan vocabnya. Ketika memonitor siswa, ada beberapa kelompok yang terlihat tidak begitu kooperatif dengan kelompoknya. Karena pengelompokan siswa secara random, jadi terkadang ada siswa yang tidak cocok dengan teman kelompoknya. Hal ini terlihat dari ada siswa laki-laki yang tidak suka dengan salah satu teman perempuan di kelompoknya dan sebaliknya.

Selang waktu, kemudian siswa melanjutkan mengerjakan task 2, yakni tentang menjawab pertanyaan berdasarkan teks yang dipelajari. Ada kata yang siswa tidak tau artinya seperti 'who' dan 'why', dan mereka pun mencari artinya di kamus. Ketika R memonitori siswa berkeliling kelas, kebanyakan dari mereka sudah mampu menjawab pertanyaan tersebut dengan benar. Dan ketika berdiskusi bersama, seluruh kelompok menjawab pertanyaan pada task 2 dengan benar.

Task selanjutnya yakni task 3 dan 4 dikerjakan untuk pertemuan selanjutnya. Sebelum pelajaran di akhiri, R bertanya pada beberapa siswa tentang arti vocab yang telah dipelajari tadi. R memberi waktu pada mereka untuk menghafalnya terlebih dahulu, setelah itu R menunjuk beberapa siswa untuk menyebutkan jawabannya.

Pelajaran diakhiri dengan salam. Beberapa siswa laki-laki membantu R membawa kamus ke perpustakaan untuk dikembalikan.

FIELD NOTE V (second meeting, cycle II)

May 4th 2011

Kelas VIII A

R: researcher

ET: English teacher

Seperti biasa R datang ke sekolah sebelum bel berbunyi. ET sudah menunggu di depan kantor. Beberapa saat kemudian bel berbunyi, ET sudah menyiapkan beberapa tambahan kamus. ET mengantar R ke kelas sambil membawa kamus. Setelah siswa duduk dengan rapi. ET membuka kelas dengan salam dilanjutkan membaca doa awal pelajaran. Seperti biasa R ngobrol dulu sebentar dengan siswa, setelah itu R bertanya tentang beberapa vocab yang telah diajarkan pada pertemuan sebelumnya.

R mengingatkan pula pada mereka tentang pelajaran pertemuan sebelumnya tentang narrative story yang berjudul 'The Good-Hearted Golden Snail' dan isi ceritanya. Setelah itu kegiatan selanjutnya yakni mengerjakan task 3. Sebelumnya siswa diminta untuk duduk berdasarkan kelompoknya. R juga mengingatkan agar mereka mengerjakan dengan kooperatif walau ada beberapa kelompok yang mungkin tidak begitu pas dengan teman kelompoknya. Sebisa mungkin diusahakan untuk mengerjakan berkelompok dengan baik. Kemudian mereka mengambil kamus yang telah disediakan di atas meja guru dan ada pula yang membawa sendiri. Mereka mengerjakan task 3 yang berupa melengkapi ringkasan cerita dengan beberapa kata yang telah disediakan. Ketika siswa mengerjakan secara berkelompok, R berkeliling untuk melihat pekerjaan mereka. Mereka bisa mengerjakan karena mereka sudah tahu arti kata-kata yang sulit yang sudah ditulis di vocabulary notebook, jadi mereka tidak perlu membuka kamus kembali. Setelah selesai, jawaban tersebut kemudian didiskusikan bersama-sama. Perwakilan siswa dari masing-masing kelompok mengajukan jawabannya. Karena task 3 tersebut terbilang tidak sulit, maka siswa menjawabnya dengan benar.

Terakhir dilanjutkan dengan task 4 yakni mengintrepetasikan urutan gambar dengan menjodohkan kalimat cerita yang sudah tersedia. Tapi, sebelumnya siswa perlu melengkapi kalimat cerita tersebut dengan beberapa kata yang sudah disediakan. Cerita bergambar kali ini berjudul 'The Good-Hearted Purbasari'. Isi cerita hampir sama dengan teks cerita sebelumnya tentang seorang putri yang dikutuk dan tidak disukai oleh saudaranya. Beberapa kata ada yang sama dengan cerita pada teks pertemuan sebelumnya. Dan banyak pula kata-kata yang baru untuk mereka. Sebelumnya, R mengajak mereka untuk menginterpretasikan gambar bersama-sama urut dari gambar pertama sampai terakhir. Ketika siswa sedang mengerjakan task 4, R berkeliling untuk memantau pekerjaan mereka. R menerangkan dan memberi arahan pada siswa yang bertanya pada R. R juga menyarankan pada siswa jika ada kata yang belum tau artinya untuk dicari artinya dikamus. Ada kelompok yang sudah selesai dahuluan dalam mengerjakan ada yang masih tertinggal. Setelah semua kelompok selesai mengerjakan, waktunya untuk didiskusikan. Awalnya siswa menjawab

dengan melengkapi kalimat cerita, setelah itu mereka menjawab dengan menjodohkan kalimat cerita dengan urutan gambar cerita tersebut.

Setelah itu, R mengajak mereka mengingat kembali vocab yang telah dipelajari pertemuan kemarin dan hari ini. Tak lama kemudian bel tanda usai pelajaran pun usai, dan R mengakhiri pelajaran dengan salam.

FIELD NOTE VI (first meeting, cycle III)

May 9th 2011

Kelas VIII A

R: researcher

ET: English teacher

Seperti biasa, R datang awal di sekolah. R bertemu dengan ET dahulu dan membicarakan lagi untuk melanjutkan penelitian di kelas VIII A. ET mempersilakannya. ET memanggil 2 siswa dan meminta mereka untuk membawakan kamus ke kelas VIII A. Bel berbunyi R masuk kelas. Setelah semua siswa duduk dengan rapi, R mengucapkan salam dan kelas mulai berdoa dengan dipimpin oleh seorang siswa. R mengajak ngobrol mereka sebentar. Kali ini obrolannya adalah tentang IT. Hal ini untuk memacu dan memberikan kesadaran dan juga memotivasi siswa agar mereka semangat lagi dalam belajar bahasa Inggris.

Masuk pelajaran, R memperkenalkan judul narrative text yang akan dipelajari yaitu tentang Bawang Merah and Bawang Putih. Sebelum R memberikan teks satu-satu pada mereka, R menanyakan seperti apa kisah dalam cerita tersebut. Beberapa siswa menjawabnya. R membagikan teks pada mereka. R meminta mereka untuk membaca sekilas setelah itu R membacakan teks tersebut dengan keras dan siswa mengulangnya. R juga mengoreksi pronunciation mereka yang salah. R lalu menanyakan pada mereka tentang isi dari teks tersebut. Siswa pun menjawabnya.

R kemudian meminta mereka untuk duduk berkelompok, dan setiap kelompok diberi worksheet. Untuk task pertama, R meminta mereka untuk mencari kata-kata sulit dalam bacaan dan kemudian diminta untuk mencari arti katanya di kamus. Mencari kata sulit minimal sepuluh kata. R berkeliling melihat dan memonitor pekerjaan siswa. Ada beberapa siswa yang bertanya pada R, dan R member arahan untuk menjawabnya. Setelah seluruh kelompok selesai. R dan seluruh siswa mendiskusikan task yang telah dikerjakan. R meminta seorang siswa dari tiap kelompok untuk menuliskan kata-kata yang sulit dan jawabannya di papan tulis. Dua whiteboard lebar dibagi menjadi lima sesuai dengan jumlah kelompok. R pun membetulkan jika ada kesalahan dan kekeliruan dalam pekerjaan siswa. Setelah selesai diskusi siswa diminta untuk menuliskan kata-kata sulit tersebut di vocabulary notebook mereka.

Aktifitas selanjutnya yakni mengerjakan task 2. Siswa menjawab pertanyaan berdasarkan bacaan. Siswa mengerjakannya secara berkelompok. waktu yang

digunakan agak lama karena soal pertanyaannya pun agak lama. Setelah seluruh kelompok selesai mengerjakannya, jawaban mereka kemudian didiskusikan. Ada beberapa kelompok yang kurang lengkap jawabannya. Karena jawaban yang diharapkan adalah jawaban lengkap panjang bukan jawaban singkat dan pendek.

Sambil menunggu bel tanda akhir pelajaran, R menanyakan beberapa vocab yang telah dipelajari hari ini. Ada siswa yang langsung cepat menjawabnya, ada juga yang membuka buku terlebih dahulu. Pelajaran diakhiri dengan salam.

FIELD NOTE VII (second meeting, cycle III)

May 11th 2011

Kelas VIII A

R: researcher

ET: English teacher

R masuk kelas setelah bel berbunyi. Dan kamus pun sudah dibawa oleh siswa sebelumnya. Seperti biasa, R mengucapkan salam dan siswa mulai berdoa. Setelah itu R berbincang-bincang dengan siswa sebentar dan kemudian menanyakan tentang materi atau teks bacaan sebelumnya, R juga menanyakan beberapa vocab yang telah dipelajari pada pertemuan sebelumnya.

R meminta siswa untuk duduk secara berkelompok seperti pertemuan sebelumnya. R membagikan worksheet. R memberitahu siswa untuk mengerjakan task selanjutnya yaitu task 3 tentang meringkas cerita pada bacaan yang lalu. Sebelum siswa secara berkelompok mengerjakan. R bertanya dulu tentang isi bacaannya seperti characters, setting, problems dan lain-lain. Setelah itu R meminta mereka untuk mengerjakannya. R berkeliling kelas. Ketika R sedang berkeliling kelas memperhatikan pekerjaan tulisan mereka, beberapa mereka masih ada yang bertanya tentang bagaimana cara menuliskannya. R bertanya balik tentang isi cerita tersebut. Mereka pun menceritakannya dalam bahasa Indonesia. Kemudian R meminta mereka untuk mencoba menuliskannya dengan bahasa Inggris. R juga mengingatkan jangan lupa untuk menggunakan verb past form. Semua group mengerjakan dengan serius ada yang hanya menambah lima kalimat, ada yang tujuh kalimat dan ada yang lebih.

Setelah selesai, peneliti meminta mereka untuk menuliskannya di white board yang tersedia. Dua whiteboard lebar dibagi menjadi lima kolom sesuai dengan jumlah kelompok. Boardmarker pun juga disediakan. Masing-masing perwakilan dari tiap kelompok menuliskannya di depan. Setelah mereka selesai menulis, R bersama semua siswa membahas hasil tulisan mereka. R membaca kalimat satu persatu. Setiap kalimat R menanyakan kepada mereka apakah kalimatnya benar atau tidak. Karena sebagian besar dari mereka sudah paham dengan isi bacaannya maka mereka pun bisa memutuskan kalimat itu benar atau salah dalam segi isi dan walaupun dalam struktur kalimat masih ada yang salah.

Aktifitas selanjutnya yakni menulis cerita berdasarkan gambar cerita yang diberikan. R menjelaskan terlebih dahulu gambar-gambar tersebut dan mengajak siswa untuk menebak dan mengira-ngira cerita dalam serangkaian gambar tersebut. Setelah itu siswa mengerjakan secara berkelompok. Mereka terlihat sangat serius. Mereka mencoba menginterpretasi gambar cerita tersebut. R berkeliling memantau dan memonitor kegiatan mereka. Beberapa siswa bertanya pada R apakah interpretasinya benar atau tidak. Setelah R member penjelasan pada mereka, mereka mencoba menuliskannya dalam bahasa Inggris. R juga mengingatkan kembali pada mereka untuk membaca kembali apa yang mereka tulis setelah mereka selesai mengerjakan. Kegiatan ini menghabiskan waktu lama lebih dari setengah jam.

Setelah selesai, setiap kelompok diminta untuk membacakan jawaban dari gambar pertama. Ketika sedang dibacakan oleh kelompok pertama, kelompok yang lain harus diam dan mendengarkannya. Mereka harus memutuskan apakah kalimat atau cerita yang telah dibuat benar atau tidak berdasarkan gambarnya. Sesi diskusi juga menghabiskan waktu yang lama, tapi siswa terlihat optimal dalam mengikuti pelajaran. Mereka tidak hanya bisa memahami teks cerita tapi juga bisa menginterpretasikan serangkaian gambar cerita.

R bertanya beberapa vocab pada mereka, tiba-tiba bel berbunyi. Dan diakhiri dengan salam.

APPENDIX
4
INTERVIEW
TRANSCRIPTS

Interview 1

Wawancara dengan Guru Bahasa Inggris MTs Wahid Hasyim 6 September 2011

R : Peneliti

ET : Guru Bahasa Inggris

R :Selamat pagi Pak.

ET :Selamat pagi Mba.

R :Benar ini dengan Pak Azam ya?

ET :Bener Mba, mari silahkan duduk.

R :Terimakasih Pak. Begini, saya temennya bu Nana. Saya berencana untuk melakukan penelitian di sekolah ini.

ET : Oiya Mba, Bu Nana sudah mengatakannya pada saya. Monggo gak apa-apa kalo mau penelitian disini. Biar nanti pembelajarannya juga tambah bagus.

R :Kalo boleh tau, Pak Azam lulusan dari mana?

ET :Saya masih kuliah Mba, kuliah di UIN Sunan Kalijaga.

R :Di UIN jurusan apa Pak?

ET :Jurusan ekonomi islam. Saya belajar bahasa inggris lewat kursus di Pare Jawa Timur.

R :Oh begitu. Kalau boleh saya tau, Pak Azam mengajar di kelas berapa aja?

ET :Kelas 7 dan 8. Kelas 7 ada dua kelas dan kelas 8 juga ada dua kelas.

R :Dari kelas yang Pak Azam ampu. Kira-kira kelas mana yang perlu bermasalah?

ET :Saya kira di kelas 8. Kalo di kelas 7 anaknya masih manut-manut.

R :Kalau boleh saya tau, bagaimana dengan kemampuan siswa di kelas 8.

ET :Kelas 8B siswanya agak pintar dan lebih penurut dari kelas 8A.

R :Owh, berarti disini dibalik gitu ya Pak. Biasanya kelas A itu yang pintar-pintar.

ET :Iya. Kelas 8B lebih cepat ngerjain soalnya dari pada kelas 8A.

R :Ketika di kelas. Bagaimana situasi pembelajarannya dan apa aja skill yang dipelajari?

ET :Ngajarnya mengalir aja, terkadang memakai buk paket dan LKS terkadang belajar di luar kelas. Biasanya belajar tentang grammar juga. Ada sebuah kalimat dan siswa merubah kalimat tersebut sesuai dengan tensesnya.

R :Kalo belajar keluar bagaimana Pak?

ET :Kalo belajar di luar biasanya jalan-jalan di luar sekolah, di lapangan atau ke desa. Nanti terkadang siswa bertanya tentang vocab nama-nama benda yang mereka liat. Kalo jalan-jalan begitu mereka senang.

R :Trus apa lagi Pak?

ET :Terkadang sesekali nonton film. Sesi ini mereka suka. Tapi, saat mereka sedang nonton, siswa diminta untuk menulis beberapa ungkapan dari film tersebut. Setelah film selesai, ungkapan yang telah ditulis lalu dihafalkan. Nah, sedikit demi sedikit siswa nambah vocab dari situ.

R :Lalu tentang hasil ulangan mid semester atau ujian semesternya bagaimana?

- ET : Nah, itu Mba. Nilai mereka masih di bawah standard. Takutnya saat kelas tiga nanti mereka gagal UN. Untuk mengatasinya, mending ditangani dari sekarang. Saya juga kekurangan metode untuk mengajar bahasa inggris di kelas karena saya bukan dari jurusan pendidikan bahasa inggris.
- R :Oh gitu Pak. Okey.
Oiya, berarti nanti konsen ke reading ya Pak? Kan soal-soal UN SMP/MTs berupa bacaan semua?
- ET :Bener mba.
- R :Boleh saya ikut ke kelas sesekali untuk mengobservasi pembelajaran reading di kelas?
- ET :Boleh. Kemungkinan minggu depan hari senin jam pertama. Nanti untuk lebih lanjut saya kabarkan lewat Bu Nana.
- R :Oke Pak.
Oiya Pak Azam, apakah saya perlu matur ke Pak Kepala Sekolah?
- ET :Tidak perlu juga tidak apa-apa. Pak Kepala Sekolah sudah pasti setuju kok.
- R :Oh begitu. Terimakasih Pak Azam.
- ET :Sama-sama.
- R :Assalamu'alaikum.
- ET :Wa'alaikumsalam.

Interview 2

Wawancara dengan Guru Bahasa Inggris MTs Wahid Hasyim

27 April 2011

(Cycle 1)

R : Peneliti

ET : Guru Bahasa Inggris

ET : Sudah selesai Mba ngajarnya?

R : Iya, sudah Pak.

ET : Bagaimana tadi rasanya mengajar di kelas?

R : Lumayan Pak, anak-anak bisa di handle. Pertemuan kemarin ada tiga siswa yang tidak masuk. Hari ini masuk semua.

ET : Tentang rencana pembelajaran, apakah tersealisasi semua sejak pertemuan kemaren dan hari ini?

R : Hampir semua terealisasi seperti grouping, word meaning, dan discussion. Hanya saja pas reading partner kemaren, ada sebagian siswa yang gak memperhatikan.

ET : Oh gitu.

R : Saya berencana untuk menggantinya dengan reading aloud. Bagaimana menurut Pak Azam.

ET : Saya manut, sepertinya hal itu bagus agar siswa bisa membaca dengan baik.

R : Secara keseluruhan tentang aktifitas word meaning apakah ada dampaknya kepada siswa Pak?

ET : Oh ada miss, yang tadinya anak-anak malas mencari arti di kamus karena hampir dari mereka tidak punya dan hanya menunggu arti kata-kata yang sulit dari guru, sekarang mereka dilatih untuk mandiri. Vocab mereka sepertinya kini kian bertambah.

R : Menurut Pak Azam apa semua siswa tadi terlihat aktif pak?

ET : Emh.....iya miss, tadi yang pas sesi menjawab pertanyaan. Mereka antusias sekali. Semuanya pengen ikutan jawab.

R : Menurut bapak. Bagaimana pendapat pak Azam tentang para siswa dalam mengerjakan tugas secara berkelompok selama di kelas?

ET : Mengerjakan tugas dalam group work menurut saya sangat efektif miss, karena sebelumnya jika mereka mengerjakan sendiri mereka merasa kesusahan.

R : Oiya pak, apakah Pak Azam menemukan situasi yang berbeda pada saat pada saat pertemuan pertama dan setelahnya?

ET : Itu miss, kalo yang pertemuan pertama kan satu kelompok 3 anak semua. Mereka mengerjakan tugasnya bareng-bareng dengan teratur. Terus setelah pertemuan kedua dan selanjutnya, saya lihat satu kelompok 4 orang tidak efektif.

R : Berarti untuk lebih efektifnya kelompoknya terdiri dari tiga siswa aja. Mmhmmmm..... saya berencana untuk memperbaiki penelitian ini. Berarti problem yang harus diatasi dari penelitian kemaren, tentang partner

reading akan diganti dengan reading aloud dan pengelompokkannya dirubah seperti semula menjadi tiga siswa.

ET :Iya begitu. Ada yang lain Mba.

R :Oiya, apakah di perpustakaan sekolah tersedia kamus bahasa Inggris? Sepertinya untuk pertemuan yang akan datang saya perlu penambahan kamus agar siswa bisa lebih aktif dalam belajar.

ET :Oh, ada Mba. Butuh berapa?

R :Seadanya Pak, karena saya sudah bilang ke anak-anak pertemuan selanjutnya untuk membawa kamus entah itu pinjam dari teman atau dari mana.

ET :Sip Mba.

Senen besok kalau sudah datang temui saya dulu ya, nanti saya ajak ke perpustakaan untuk mengambil kamusnya.

R :Baik Pak. Terimakasih banyak.

ET :Sama-sama.

Interview 3

Wawancara dengan Guru Bahasa Inggris MTs Wahid Hasyim

4 Mei 2011

(Cycle 2)

R : Peneliti

ET : Guru Bahasa Inggris

R : Permissi Pak Azam, bisa minta waktunya sebentar.

ET : Oh iya miss, bisa. Sudah selesai ya. Bagaimana tadi suasana di kelas?

R : Alhamdulillah lancar, saya mau sharing tentang proses pembelajaran siswa pada pertemuan hari ini dan kemaren.

ET : Boleh-boleh, mhmm... gimana kalo di ruang tamu kantor saja ngobrol-ngobrolnya?

R : Oke

ET : Tadi mau tanya tentang apa ya miss?

R : Gini pak, selama dipertemuan ketiga dan keempat proses pembelajaran siswa, apa saja yang bisa pak Azam evaluasi dari situ?

ET : Dari yang mana dulu nih?

R : Dari yang group work saja dulu pak. Di cycle ini saya bagi kelompok secara acak. Tiap kelompok terdiri dari siswa laki-laki dan perempuan. Setelah saya liat-liat di kelas dan saya tanya beberapa siswa yang ternyata ada diantara mereka tidak cocok dengan kelompoknya. Tentang pengelompokkan siswa apa tanggapan pak Azam setelah pak Azam survey proses pelajaran siswa hari ini dan kemaren?

ET : Saya liat kemaren memang ada kelompok yang tidak kompak. Seperti Agus dan Andri yang duduk sebangku. Walaupun mereka beda kelompok, mereka tetep aja ngobrol tanpa menghiraukan temennnya yang sedang mengerjakan asks.

R : Sebenarnya ada lagi pak, siswa yang tidak cocok dengan kelompoknya. Riana merasa mengerjakan sendiri, kedua teman laki-lakinya hanya membantunya sedikit. Sedangkan Sapto merasa sering diperintah-perintah oleh Kurdiyati.

ET : Oiya miss, kalau pas pertemuan tadi sekilas saya lewat depan kelas. Anak-anak sepertinya ngerjain semua dan terlihat agak kompak.

R : Sebenarnya sebelum mulai mengerjakan tasks bersama, saya mengingatkan pada mereka untuk mengerjakan kompak dengan kelompoknya meskipun mereka tidak merasa cocok dengan kelompoknya. Sebelum pulang saya minta pendapat juga dari siswa di kelas tentang suka atau tidak sukanya mereka tentang pengelompokkan baru. Karena tidak ada yang mau berkomentar, maka saya minta mereka untuk menuliskannya di kertas.

ET : Trus gimana miss pendapat mereka?

R : Kesimpulannya mereka ingin berkelompok terserah dengan pilihan mereka. Ada juga yang hanya ingin berkelompok dengan sesama teman laki-laki atau perempuan saja.

Oiya pak azam, bagaimana kalau pertemuan selanjutnya pengelompokkan siswa mengikuti keinginan mereka.

ET :Gapapa miss, manut. Nanti kan bisa diliat perkembangan belajar mereka.

R :Kalau tentang mengahafal vocabnya bagaimana Pak Azam?

ET :Oh, yang itu juga bagus sekali miss Evi. Mereka memang harus dibiasakan seperti itu, agar mereka tidak hanya tau artinya tapi juga harus dihapalkan. Biar nanti pas ujian semester atau ujian nasional mereka gak merasa kesusahan lagi ngerjain soal-soal bahasa inggris.

ET :Oiya miss Evi, yang mencari arti di kamus itu saya liat di kelas sepertinya aktifitasnya berbeda dengan pertemuan sebelumnya ya?

R :Iya, bener Pak Azam. Saya membuatnya berbeda. Sebelumnya ada kata bantu seperti verb past form 'went' ke present form 'go'. Kalo saat ini saya cuma kasih clue past form saja. Saya berharap mereka bisa belajar mencari arti secara mandiri di kamus sedikit demi sedikit.

ET :Oh, bagus itu miss.

Interview 4

Wawancara dengan Guru Bahasa Inggris MTs Wahid Hasyim

11 Mei 2011

(Cycle 3)

R : Peneliti

ET : Guru Bahasa Inggris

R :Pak Azam, saya mau mengembalikan boardmarkernya.

Terimakasih Pak.

ET :Sama-sama miss.

R :Menurut Pak Azam, bagaimana dengan implementasi penelitian saya pertemuan kemaren dan hari ini?

ET :Sudah bagus kok Miss.

R :Kalo tentang pengelompokkan siswanya bagaimana Pak?

ET :Kali ini pengelompokkannya udah sukses lagi Miss. Anak-anak keliatan bersemangat lagi seperti pertemuan pertama dulu.

R :Iya, Pak. Syukurlah. Dan sepertinya dari pengelompokkan yang cocok, mereka juga terlihat enjoy dengan mengerjakan taks-taksnya bersama teman-teman kali ini level tasknya agak lebih sulit.

R :Kalo kegiatan story retellnya bagaimana Pak?

ET :Kegiatan story retell pertemuan kemaren lumayan kok Miss. Anak-anak jadi bisa belajar menulis sedikit-sedikit.

R :Walaupun memerlukan waktu yang sangat lama?

ET :Gak masalah kok miss, itu sudah lumayan sesuai dengan kemampuan anak-anak disini.

R :Berarti semuanya udah oke ya Pak tidak ada problem di kelas?

ET :Tidak Miss. Sudah bagus. Sudah ada peningkatan untuk anak-anak. Mereka lebih suka belajar berkelompok sesuai dengan kelompok yang mereka pilih sendiri. Metode yang Miss aplikasikan juga menambah pengetahuan saya. Ketika saya aplikasikan ke kelas lain juga berhasil.

R :Owh begitu. Syukurlah.

Oiya Pak. Terimakasih sekali udah membantu penelitian saya di sekolah ini.

ET :Sama-sama Miss. Terimakasih kembali.

Interview 5

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
25 April 2011**

R : Peneliti

S : Siswa

R :Halo.

S :Halo Miss.

R :Adek namanya siapa?

S :Putri Miss.

R :Tadi dek Putri sekelompok sama siapa?

S :Sama Zair dan Fajar

R :Dek Putri,,, dek Putri nemu kata-kata sulit di bacaan cerita tadi gak?

S :Ada Miss, banyak lagi.

R :Trus pas nyari arti di kamus, ketemu gak artinya?

S :Iya ketemu, ternyata satu kata dalam bahasa Inggris artinya banyak ya Miss.

R :Yup. Bener banget.

Interview 6

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
25 April 2011**

R : Peneliti

S : Student

R :Hei kalo kamu namanya siapa?

S :Ayu.

R :Kamu seneng gak kalo belajar kelompok?

S :Seneng.

R :Kenapa?

S :Jadi mudah mengerjakannya.

R :Emang tadi kelompoknya bareng siapa aja?

S :Sama Agus dan Rosyid.

R :Tadi waktu ngerjain tugas berkelompok bisa nggak?

S : Bisa dong miss, kan kerja sama.

R : Jadi lebih mudah ya?

S : Iya, lebih gampang.

Interview 7

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
25 April 2011**

R : Peneliti

S : Student

R :Kamu pasti Arman ya?

S :Iya bener miss, hehe.

R :Yang duduk di pojok kelas bukan?

S :Bukan miss, sampingnya.

R :Gimana belajar dengan berkelompok, suka?

S :Suka

R :Sukanya karena apa?

S :Soalnya kalo bareng-bareng kan ngerjain soalnya jadi gak terlalu susah, miss. Apa lagi kan jadi bisa cepet selesai.

Interview 8

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
25 April 2011**

R : Peneliti

S : Student

R :Hai Abdul?

S :Ya miss.

Panggil Amka aja miss.

R :Oke. Wah, itu nama keren ya?

S :Panggilan singkatan aja miss, hehe.

R :Tadi Amka ikut jawab pertanyaan?

S :Iya.

R :Jawabannya banyak yang betul gak?

S :Iya miss, makanya saya ingin jawab terus tadi.

R :Amka tadi kelompoknya sama Arman, bener gak?

S :Iya, bener banget miss. Ada satu lagi lho yang belum disebut?

R :Wah, siapa ya miss lupa je namanya?

S :Miss kok lupa. Itu lho namanya Taufiq.

R :Oiya.

Interview 9

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
2 Mei 2011**

R : Peneliti

S1 : Student 1

S2 : Student 2

S3 : Students 3

R : Hai, gimana tadi pendapat kalian pas ada aktifitas reading aloud?

S1 : Apa itu reading aloud miss?

R : Itu lho yang membaca teks dengan keras.

S1 : Oh yang itu, suka aku miss. Pa lagi pas si Andri salah-salah bacanya.

S2 : hahaha, iya lucu banget tu sih Andri. Emang gak bisa baca kali dia, hahaha.

S3 : Setuju, kayaknya sih pas baca kertasnya kebalik, hahaha

R : Tapi dia keren lho gak minder, walaupun salah bacanya berkali-kali.

S1 : Iya sih miss, tapi ada yang keren dari itu.

R : Emang apa?

S3 : Berangkatnya gasik?

S2 : Duduknya anteng?

S1 : bukan itu.

R : Trus?

S1 : Itu lho miss, bisa bikin anak-anak kompak ketawa. Aku seneng, kelas jadi rame.

Interview 10

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
2 Mei 2011**

R : Peneliti

S : Student

R : Andri sini, miss Evi mo tanya.

S : Mau tanya apa miss?

R : Tadi gimana rasanya pas kamu baca teksnya. Malu gitu?

S : Enggak miss, aku enggak malu koq. Eh, ada sih dikit, hehe.

R : Tapi gak papa kan, temennya pada ngetawain?

S : Gapapa koq miss, malah aku jadinya tau gimana caranya baca yang bener.

R : Wah, syukurlah.

Berarti besok-besok kalo ditunjuk untuk baca lagi mau ya?

S : Hehehehe....

Interview 11

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
4 Mei 2011**

R : Peneliti

S : Student

R : Halo, Riana bukan?

S : Iya, miss.

R : Riana, miss Evi mo tanya nih, tadi gimana situasi belajar kelompoknya? Sukses seperti kemaren?

S : Enggak miss, enggak enak. Soalnya Riana cewek sendirian yang laen cowok. Riana enggak enjoy. Masa, Cuma Dina sendirian yang sering ngerjain tasksnya. Mereka cuma nungguin aja sama bantu dikit-dikit.

R : Menurut Riana, enaknya seperti apa?

S : Enaknya sih nyari kelompok sendiri-sendiri.

R : Oh gitu. Makasih ya...

S : Ya miss.

Interview 12

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
4 Mei 2011**

R : Peneliti

S : Student

R : Hei, Taufiq.

S : Bukan miss, saya Sapto.

R : Wah, maaf-maaf. Bisa ngobrol bentar.

S : Bisa, miss.

R : Ngomong-ngomong kok Sapto tadi dikelas kayaknya gak bantuin temen-temennya ngerjain tasks. Miss Evi perhatikan hanya pas activity 1 tentang cari arti dikamus. Padahal pertemuan kemaren Sapto paling aktif di kelompok.

S : Nggak enak bu kelompoknya. Sapto cowok sendirian. Pa lagi sering disuruh suruh sama mak lampir ngerjain ini itu. Padahal kalo gak disuruh kan Sapto kerjain. Jadi gak nyaman miss.

R : Lho koq mak lampir, emangnya siapa?

S : Itu lho bu, yang tadi duduk di pojok sebelah kanan.

R : Owh, kira-kira menurut Sapto, Sapto pengen kelompoknya seperti apa?

S : Yang isinya cowok semua miss, kita kan jadi bisa ngerjain bareng-bareng.

Interview 13

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
19 Mei 2011**

R : Peneliti

S : Student

R :Halo.

S :Halo juga miss.

R :Tadi soalnya gampang atau mudah?

S :Agak susah sih.

R :Trus pas ngerjain bisa gak?

S :Bisa dikit miss, tadi karena kerja bareng-bareng jadi cepet selesai.

R :Pas ngoreksi jawaban bareng-bareng, jawaban tasksnya di kelompok Ayu banyak yang bener gak?

S :So pasti iya, kan ada Amka pinter bahasa inggris.

Interview 14

**Wawancara dengan siswa kelas VIIIA MTs Wahid Hasyim
19 Mei 2011**

R : Peneliti

S1 : Student 1

S2 : Student 2

R :Hai Arman, Taufiq.

S1 :Ya, miss.

S2 :Hai juga miss.

R :Tadi miss liat Arman semangat banget jawab pertanyaan.

S1 :Iya miss, hehehe.

S2 :Padahal tadi jawaban Arman ada tiga yang salah lho miss.

R :mhmmm iya sih, tapi gapapa kok malah bagus dia udah berani membacakan jawabannya. Tadi ibu juga liat dia tetep semangat jawabnya walaupun ada beberapa yang salah. Tapi selanjutnya jawabannya banyak yang betul.

APPENDIX 5 PHOTOGRAPHS



The students sat based on their groups. They worked the tasks cooperatively



In a group, two students found out the meaning of unfamiliar words in the dictionary. Then, one student wrote them on the sheet.



The students discussed the tasks with their group. They looked actively involved in joining reading leaning process



The researcher wrote the unfamiliar words that students got in the text on the whiteboard.



The students wrote the unfamiliar words from the whiteboard in their special notebook for vocabulary.